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ABSTRACT

This document contains seven units of instruction on food production, management, and services: (1) orientation; (2) applying for a job; (3) human relations; (4) communication; (5) sanitation; (6) safety; and (7) nutrition. Each instructional unit contains some or all of the following basic components: (1) unit and specific objectives; (2) suggested teacher activities; (3) written tests and assignments; (4) answers to assignment sheets and written tests; (5) unit evaluation form; (6) teacher supplements; (7) transparency masters; (8) information sheet; (9) student supplements; and (10) job sheets. Introductory matter explains the use of the publication and contains the following: competency profile; instructional/task analysis; a related academic and workplace skills list; tools, materials, and equipment list; 20 references; and a glossary. (NLA)

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Food Production, Management, and Services

Introduction

Second Edition

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Teacher Edition

Food Production, Management, and Services: Introduction

Second Edition

Written by
Earl Palan

Edited by
Sue Feasley

Developed by

The Mid-America Vocational Curriculum Consortium, Inc.

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Food Production, Management, and Services: Introduction

Teacher Guide

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Foreword

When the MAVCC staff began the process of revising the Food Production, Management, and Services series, it was found that the content presented was relatively sound and that the materials were presented in a logical manner to assist students in mastering the skills of their chosen occupation. This series contains a core publication, *Introduction*, and five spin-off publications, *Service, Production, Baking, Fast Foods*, and *Management*. Students may specialize in any of several occupations related to the food service area.

The success of this series of publications is due, in large part, to the capabilities of the personnel who worked with its development. Appreciation is extended to them for their valuable contributions to the publications.

These materials are not only designed for student use, but to assist teachers in improving instruction. Instructional materials in this publication are based on the competency-based concept of first stating the objectives (objective sheet), teaching to the objectives (information, assignment and job sheets), and assessing to those same objectives (criterion-referenced evaluation instruments).

Every effort has been made to make these materials basic, readable, and by all means, useable. Three vital parts of instruction have been intentionally omitted from each publication: motivation, personalization, and localization. These areas are left to the individual instructors to present as part of their classroom/laboratory discussion.

Special attention should be given to the suggestions on ways to increase reinforcement of the academic and workplace basic skills. By reinforcing these skills, the instructor should assist students in improving their employability skills.

As you use these instructional materials, we hope that you will find that they contribute to the quality of your program. If any problems occur or if you have any suggestions for improvement of the materials, please call or write us.

Sylvia Clark, Chairman
Board of Directors
Mid-America Vocational
Curriculum Consortium

Jim Steward
Executive Director
Mid-America Vocational
Curriculum Consortium

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Appreciation is extended to those individuals who contributed their time and talent to the development of *Food Production, Management, and Services: Introduction.*

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Special appreciation is also extended to the original planning committee and to those individuals and organizations who supported this project. They include:

Committee

Virginia Bechtold	Nebraska
Hank Fischback	Colorado
LeRoy Gibson	Oklahoma
Chef Scott Green	Louisiana
Mary Hoffmann	North Dakota
Marilyn Parker	Missouri
Sandy Payne	Arkansas
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Judith Heatherly	Texas Education Agency, Austin, TX
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A final thank you to Sue Feasley for her assistance with editing and development of this second edition and to Jane Huston for her assistance in coordinating this project.

Use of Introductory Materials

Introductory materials are included in the teacher guide only and contain useful information to assist administrators and teachers in planning for instruction.

In addition to the general information such as the table of contents, foreword, and acknowledgements page, information is included on the following:

1. **Use of this publication**—Explains the components of a unit of instruction and how they should be used as part of the teaching/ learning process.

2. **Competency profile**—Provides a record of student performance for each task included in a unit of instruction. This becomes a part of the student's permanent records and should be utilized when directing the student toward employment opportunities.

3. **Instructional/task analysis**—Provides a quick review of contents of the publication; identifies cognitive (knowledge) skills and psychomotor (doing) skills addressed in each unit of instruction.

4. **Related academic and workplace skills list**—Classifies unit tasks (assignment sheets and job sheets) according to related academic and workplace skills being reinforced. Skill areas reflected by skill groups, sub skills, and descriptions have been identified using *Workplace Basics: The Skills Employers Want*, developed by the American Society for Training and Development (ASTD) and the U.S. Department of Labor and adapted by MAVCC.

5. **Tools, equipment, and materials list**—Provides a comprehensive list of those items needed to successfully complete the assignment sheets and/or job sheets; assists administrator/teacher in determining program costs.

6. **Reference list**—Provides a comprehensive list of resources used in the development of this publication.

A glossary of terms may also be provided in the introductory materials depending on subject matter and committee recommendations.

As you use these materials, it is hoped that they will provide useful information to meet a variety of needs.

Use of This Publication

Instructional units

Food Production, Management, and Services: Introduction contains seven units of instruction. Each instructional unit in a teacher guide includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, assignment sheets, student supplements, and job sheets.

All of the unit components focus on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help to determine the following:

- Amount of materials that can be covered in each class period.
- Skills that must be demonstrated.
- Amount of class time needed for demonstrations.
- Amount of time needed for student practice.
- Supplementary materials, including print and nonprint media and equipment and supplies, that must be ordered.
- Resource people who must be contacted.

Objective sheet (Color code: White)

Each unit of instruction is based on performance objectives which state the goals for successful completion of the course. These performance objectives are stated in two forms: unit objectives which state the expected performance of each student after completion of the unit of instruction, and specific objectives which state what the student must do to reach the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Teachers should prepare for each unit by deciding how each objective can best be taught.

Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the teacher should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested activities (Color code: Pink)

This component is included only in the teacher guide. The suggested activities assist teachers during the preparation stage of the teaching/learning process by providing an instructional plan, teaching suggestions, and a list of supplemental resources. Ways to integrate academic and workplace skills have been included in the teacher suggestions, and skill areas have been noted in bold. (A table of academic and workplace skills with accompanying definitions has been provided on page xv.) The teacher should read the suggested activities before teaching the units and decide how each objective can best be taught. Time should also be allowed to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the teacher will vary according to the particular unit.

References used in the development of each unit are listed in the suggested-activities section, along with suggested supplemental resources that may be used to teach the unit. These materials can be used by the teacher to supplement her or his knowledge of the subject area or to help students with particular interests or objectives in the area covered.

Instructions for evaluating student performance on the job sheets are also included in the suggested-activities section. Teachers should select and discuss with students the rating scale that will be used.

Assignment and written test answers (Color code: Pink)

Assignment-sheet answers and written-test answers are designed to assist the teacher in evaluation of student performances.

Written test (Color code: Yellow)

This component provides criterion-referenced evaluation of every cognitive objective listed in the unit of instruction. The test appears in the teacher guide only, but duplication is permitted for student use. If objectives have been added, deleted, or modified, appropriate changes should be made on the written test. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of test items from the units covered may be used for final tests at the end of each term if desired.

Unit evaluation form (Color code: White)

This sheet provides teachers with a record of each students performance on a unit of instruction. It includes space for assignment sheet ratings, job sheet ratings, written test scores, and teacher comments. The unit evaluation form is included in the teacher guide only, but may be duplicated.

Teacher supplements (Color code: White)

This component is included only in the teacher guide. Teacher supplements are optional materials for the teacher to use. They have three purposes: to provide the teacher with higher level materials to stretch the advanced student, with remedial information or practice to assist the less-advanced student, and with state-of-the-art information in which the teacher may not have background or with information that is not readily available in other books. Some teacher supplements may be duplicated for student use and are marked accordingly.

Transparency masters (Color code: White)

Transparencies are included in the teacher guide only and are used to direct the students' attention to the topic of discussion. They may provide illustrations, charts, schematics, or additional information needed to clarify and reinforce objectives included in the unit of instruction.

Information sheet (Color code: Green)

The information sheet provides the content essential for meeting the cognitive (knowledge) objectives of the unit. Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, or provide information for the teaching of each objective.

Student supplements (Color code: White)

Student supplements are included in the student manual. The information presented in a student supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment and/or job sheets. Students are not directly tested over the information presented in a supplement; however, their ability to apply this information may be evaluated in the completion of assignment sheets or job sheets.

Assignment sheets (Color code: Tan)

Assignment sheets provide students with pencil and paper activities that give students the opportunity to make practical application of the knowledge in the information sheet. Criteria are provided to objectively evaluate student performance.

Job sheets (Color code: Blue)

The job sheets provide criteria to objectively evaluate student performance, a list of required equipment and materials, and a step-by-step procedure for performing a psychomotor skill. The teacher should discuss the equipment and materials available in the classroom and/or laboratory and demonstrate the procedure prior to having students practice procedure. When a student is ready to be evaluated, the teacher should follow instructions for evaluating student performance which may be found in the teacher guide.

Job sheets are an important segment of each unit. Job sheets provide potential employers with a picture of the skills being taught during training and the performances that might reasonably be expected from an individual who has had this training.

Disseminating material

Material may be given out a unit or page at a time to keep the material before the student always new. Some teachers ask students to furnish a three-ring binder or folder for the current unit of study. This is convenient for students taking the material home to study. Upon completion, each unit is then placed in a larger binder. Some teachers prefer to store the material by unit in filing cabinets or boxes until needed.

For best results, provide student materials for each student. Student manuals contain objective sheets, information sheets, student supplements, assignment sheets, and job sheets. Students should be allowed to take their materials home at the end of the course.

Academic and Workplace Skills
(Classifications and Definitions)

Skill Groups	Sub Skills	Definitions
Learning Skills	Learning to learn	Developing ability to apply knowledge to other situations; knowing how to learn.
Foundation Skills	Reading	Comprehending written information and analyzing, summarizing, and applying what has been read to a specific task.
	Writing	Communicating a thought, idea or fact in written form in a clear, concise manner.
	Math	Applying computation skills such as reasoning, estimation, and problem solving as they are actually used on the job.
	Science	Applying knowledge learned through study or practice that is based on scientific principles as they relate to specific tasks.
Communication Skills	Listening	Listening for content, conversation, long-term contexts, emotional meaning, and directions.
	Oral communication	Communicating a thought, idea, or fact in spoken form in a clear, concise manner.
Adaptability Skills	Creative thinking	Using imagination to create something new—i.e. an idea, invention, work of art.
	Problem solving (critical thinking)	Recognizing and defining problems, inventing, and implementing solutions, and tracking and evaluating results.
Personal Management Skills	Self-esteem	Developing self-confidence and creating a positive self-image.
	Motivation/goal setting	Setting and meeting defined goals and objectives.
	Personal and career development	Emphasizing self-direction by establishing and implementing a plan.
Group Effectiveness Skills	Interpersonal relations	Developing ability to maintain positive relations with others.
	Negotiation	Resolving conflict between two or more individuals.
	Teamwork	Working together in a group to reach a common goal.
Influence Skills	Organizational effectiveness	Adapting to the organization's goals, values, culture, and traditional modes of operation.
	Leadership	Directing/influencing group in performance of a specific task; accepting responsibility for others.

Food Production, Management, and Services: Introduction

Competency Profile

Name: _____

Directions: Evaluate the student using the rating scale below. Write the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focused on a level of student performance for each of the tasks listed. The written test scoreline is provided for optional teacher use. It may not be applicable in all cases.

Option A

Rating scale:
- 4 - Skilled - Can perform job with no additional training.
- 3 - Moderately Skilled - Has performed job during training program; limited additional training may be required.
- 2 - Limited Skill - Has performed job during training program; additional training is required to develop skill.
- 1 - Unskilled - Is familiar with process, but is unable to perform job.
- 0 - No Exposure - No information or practice provided during training program, complete training required.
- NA - Non-applicable.

Option B

Yes - Can perform with no additional training
No - Is unable to perform satisfactorily

Unit 1: Orientation

_____1. Compare food service operations in the community.
_____2. Interview a food service employee.
_____3. _____

_____Written Test Score

Unit 2: Applying for a Job

_____1. Write a resumé
_____2. Write a letter of application for a food service job.
_____3. Complete an employment application form for a job in the food service industry.
_____4. Write a follow-up letter or make a follow-up phone call after interviewing for a food service job.
_____5. _____

_____Written Test Score

Unit 3: Human Relations

_____1. Answer questions concerning human relations with fellow workers.
_____2. Apply human relations skills in work-related situations.
_____3. Determine how behavior affects job performance
_____4. _____

_____Written Test Score

Unit 4: Communication

_____1. Prepare an oral presentation.
_____2. Make an oral presentation.
_____3. _____

_____Written Test Score

Unit 5: Sanitation

_____1. Solve problems concerning food-borne illnesses.
_____2. Record observations of food handling and storage.
_____3. Observe and record sanitation practices.
_____4. Wash hands.
_____5. Wet mop a floor.
_____6. Wash pots and pans.
_____7. _____

_____Written Test Score

Unit 6: Safety

_____1. Complete a safety checklist.
_____2. Apply knowledge of safety procedures.
_____3. Lift and carry a heavy object.
_____4. _____

_____Written Test Score

Unit 7: Nutrition

_____1. Describe functions of dietary nutrients.
_____2. Plan breakfast, lunch, and dinner menus.
_____3. Plan fast food breakfast, lunch, and dinner menus.
_____4. _____

_____Written Test Score

COMMENTS: _____

_____

_____

_____

_____

Evaluator: _____ Date: _____

* Permission to duplicate this profile is granted.

Food Production, Management and Services: Introduction

Instructional/Task Analysis

Related Information: What the Student Should Know	Application: What the Student Should Be Able to Do
Unit 1: Orientation	
1. Terms and definitions	8. Compare food service operations in the community
2. Facts about the food service industry	9. Interview a food service employee
3. Categories of food service operations	
4. Categories of food service jobs	
5. Advantages and disadvantages of employment in the food service industry	
6. Ways to achieve job advancement	
7. Sources of career information	
Unit 2: Applying for a Job	
1. Terms and definitions	6. Write a resumé
2. Means of locating job openings	7. Write a letter of application for a food service job
3. Personal attributes or attitudes an employer looks for during a personal interview	8. Complete an employment application form for a job in the food service industry
4. Items that an applicant may need to prepare when applying for a job	9. Write a follow-up letter or make a follow-up phone call after interviewing for a food service job
5. Legal aspects of employment	

Related Information: What the Student Should Know	Application: What the Student Should Be Able to Do

Unit 3: Human Relations

1. Terms and definitions
2. Reasons for studying personality
3. Steps for improving one's personality
4. Characteristics of a good personality
5. Characteristics of a good fellow worker
6. Undesirable personality traits
7. Reasons why people work
8. Basic ways people are different
9. Ways to get along with other people
10. Expectations of an employer
11. Expectations of an employee
12. Ways to get along with the public
13. Answer questions concerning human relations with fellow workers
14. Apply human relations skills in work-related situations
15. Determine how behavior affects job performance

Unit 4: Communication

1. Terms and definitions
2. Types of communication
3. Factors necessary for effective communication
4. Ways to achieve effective communication
5. Causes for failure in communication
6. Proper way to introduce yourself
7. Ways to get more out of casual conversations
8. General rules for proper telephone use
9. Prepare an oral presentation
10. Make an oral presentation

Instructional/Task Analysis

Related Information: What the Student Should Know	Application: What the Student Should Be Able to Do
Unit 5: Sanitation	
1. Terms and definitions	19. Solve problems concerning food-borne illnesses
2. Regulatory agencies that deal with sanitation	20. Record observations of food handling and storage
3. Areas of food service inspection	21. Observe and record sanitation practices
4. Food infection, food poisoning, and chemical food poisoning	22. Wash hands
5. Food-borne illnesses	23. Wet mop a floor
6. Growth and prevention of disease-causing bacteria	24. Wash pots and pans
7. Types of common kitchen pests	
8. Methods of pest control	
9. Types of pest control products	
10. Personal habits the food service worker should observe	
11. Appearance requirements for the food service worker	
12. Personal habits the food service worker should avoid	
13. Common potentially hazardous foods	
14. Standards for safeguarding food	
15. Ware washing	
16. Items on the sanitation facility checklist	
17. Reasons for in-house sanitation in public and nonpublic areas	
18. Storage and usage practices for housekeeping supplies	

Related Information: What the Student Should Know	Application: What the Student Should Be Able to Do

Unit 6: Safety

1. Terms and definitions	16. Complete a safety checklist
2. Classes of fires	17. Apply knowledge of safety procedures
3. Types of fire extinguishers	18. Lift and carry a heavy object
4. Rules for fire prevention	
5. Action to take in case of fire	
6. Cardinal rules of safety	
7. Physical characteristics of a safe storeroom	
8. Procedures for storing supplies safely	
9. Ways to prevent burns	
10. Ways to prevent electrical shock	
11. Ways to prevent falls	
12. Ways to prevent cuts	
13. Characteristics of safe clothing for the kitchen	
14. Types of emergency situations with their proper first aid procedures	
15. Purpose of OSHA	

Unit 7: Nutrition

1. Terms and definitions	8. Describe functions of dietary nutrients
2. Four functions of food	9. Plan breakfast, lunch, and dinner menus
3. Types of nutrients	10. Plan fast food breakfast, lunch, and dinner menus
4. Sources of nutrients	
5. Different foods in the basic four food groups	
6. Dietary guidelines	
7. Ways to incorporate nutrition into menus	

Related Academic and Workplace Skills
For *Food Production, Management, and Services: Introduction*

Task	Skill Group	Sub Skill	Description
Unit 1: Orientation			
Compare food service operations in the community (A.S. 1)	Foundation Skills	Writing	Completes form accurately--chart; writes/prints legibly
	Communication Skills	Listening	Listens for content
		Oral communication	Asks questions to clarify information
	Personal Management	Personal and career development	Evaluates career opportunities
Interview a food service employee (A.S. 2)	Foundation Skills	Writing	Completes form accurately--questionnaire, writes/prints legibly
	Communication Skills	Listening	Listens for content, conversation
		Oral communication	Asks questions to clarify information
	Personal Management	Personal and career development	Explores career opportunities
Unit 2: Applying for a Job			
Write a resumé (A.S. 1)	Foundation Skills	Writing	Organizes information into an appropriate format; applies rules of punctuation, capitalization, and spelling; produces neat, legible document from typewriter or computer printer
		Reading	Comprehends written information for main ideas; draws conclusions from what is read; applies information to new situations; follows written directions
	Personal Management	Self-esteem	Develops self-confidence by creating a resumé which promotes personal strengths/abilities

Task	Skill Group	Sub Skill	Description
Write a letter of application for a food service job (A.S. 2)	Foundation Skills	Writing	Organizes information into an appropriate format; writes logical and understandable sentences and organizes sentences into paragraphs; applies rules of grammar, punctuation, capitalization, and spelling; produces neat, legible document from typewriter or computer printer
		Reading	Applies information to new situations; follows written directions
	Personal Management	Self-esteem	Creates a positive self-image by selling self in letter of application
Complete an employment application form for a job in the food service industry (A.S. 3)	Foundation Skills	Writing	Completes form accurately; writes/prints legibly
		Reading	Follows written directions
Write a follow-up letter after interviewing for a food service job (A.S. 4)	Foundation Skills	Writing	Organizes information into an appropriate format; writes logical and understandable sentences and organizes sentences into paragraphs; applies rules of grammar, punctuation, capitalization, and spelling; produces neat, legible document from typewriter or computer printer
		Reading	Applies information to new situations; follows written directions
	Group Effectiveness Skills	Interpersonal relations	Maintains positive relations with prospective employer
Make a follow-up phone call after interviewing for a food service job (A.S. 4)	Communication Skills	Listening	Listens for content; listens for emotional meaning
		Oral communication	Speaks in a clear, concise manner; asks questions to clarify information
	Group Effectiveness Skills	Interpersonal relations	Maintains positive relations with prospective employer

Related Academic and Workplace Skills

Task	Skill Group	Sub Skill	Description
Unit 3: Human Relations			
Answer questions concerning human relations with fellow workers (A.S. 1)	Foundation Skills	Reading	Follows written directions
	Group Effectiveness Skills	Interpersonal relations	Recognizes characteristics of good human relations
Apply human relations skills in work-related situations	Foundation Skills	Reading	Draws conclusions from what is read; follows written directions
		Writing	Presents answers in a clear and understandable form; writes/prints legibly
	Adaptability Skills	Problem solving	Recognizes and defines problem; identifies solution
	Group Effectiveness Skills	Interpersonal relations	Applies human relations skills to real-life situations
Determine how behavior affects job performance (A.S. 3)	Foundation Skills	Reading	Draws conclusions from what is read; follows written directions
		Writing	Presents answers in a clear and understandable form
	Group Effectiveness Skills	Interpersonal relations	Recognizes effects of positive/negative attitudes on co-workers
	Adaptability Skills	Problem Solving	Demonstrates logical reasoning in reaching a conclusion
Unit 4: Communication			
Prepare an oral presentation (A.S. 1)	Foundation Skills	Reading	Uses written resources; applies information to new situations; follows written directions
		Writing	Takes notes from various sources; organizes information into an appropriate format — 3" x 5" index cards
	Adaptability Skills	Creative thinking	Prepares presentation based on subject research, interviews, surveys; develops visual aids to create audience interest
Make an oral presentation (A.S. 2)	Foundation Skills	Reading	Applies information to new situations; follows written directions

Task	Skill Group	Sub Skill	Description
	Communication Skills	Oral communication	Communicates a thought, idea, or fact in spoken form; speaks in a clear, concise manner; pronounces words clearly; speaks effectively using appropriate eye contact, gestures, and posture; adapts presentation to audience
Unit 5: Sanitation			
Solve problems concerning food-borne illnesses (A.S. 1)	Foundation Skills	Reading	Draws conclusions from what is read and applies information to new situations; follows written directions
		Writing	Presents answers in a clear and understandable form; writes/prints legibly
	Adaptability Skills	Problem solving	Recognizes problems and gives solutions
Record observations of food handling and storage (A.S. 2)	Foundation Skills	Writing	Records data through observation
		Science	Applies principles and concepts of biology—human infections from bacteria
	Adaptability Skills	Problem Solving	Draws conclusions from observations and gives possible solutions
Observe and record sanitation practices (A.S. 3)	Foundation Skills	Writing	Records data through observations; writes/prints legibly
		Science	Applies principles and concepts of biology—human infections from bacteria
	Adaptability Skills	Problem Solving	Draws conclusions from observations and evaluates conditions
Wash hands (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; applies technical words that pertain to subject; follows written directions
		Science	Observes health code—sanitation requirements
Wet mop a floor (J.S. 2)	Foundation Skills	Reading	Applies information to job performance; applies technical words that pertain to subject; follows written directions
Wash pots and pans (J.S. 3)	Foundation Skills	Reading	Applies information to job performance; follows written directions

Task	Skill Group	Sub Skill	Description
		Science	Applies principles and concepts of biology—human infections from bacteria; observes health code—sanitation requirements
Unit 6: Safety			
Complete a safety checklist (A.S. 1)	Foundation Skills	Reading	Applies information to new situations; follows written directions
		Writing	Completes form accurately—checklist; presents answers in a clear and understandable form; writes/prints legibly
	Adaptability Skills	Problem solving	Draws conclusions from observations and gives possible solutions
Apply knowledge of safety procedures (A.S. 2)	Foundation Skills	Reading	Draws conclusions from what is read; follows written directions
		Writing	Presents answers in a clear and understandable form; writes/prints legibly
	Adaptability Skills	Problem solving	Demonstrates logical reasoning in reaching a conclusion; recognizes problems and gives solutions
Lift and carry a heavy object (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; follows written directions
Unit 7: Nutrition			
Describe functions of dietary nutrients (A.S. 1)	Foundation Skills	Writing	Presents answers in a clear and understandable form; writes/prints legibly
		Science	Applies principles and concepts of biology—body maintenance/management, food groups; applies principles and concepts of chemistry—chemical processes

Task	Skill Group	Sub Skill	Description
Plan breakfast, lunch, and dinner menus (A.S. 2)	Foundation Skills	Reading	Follows written directions
		Writing	Organizes information into an appropriate format—menu, writes/prints legibly
		Science	Applies principles and concepts of biology—food groups, body maintenance/management
	Adaptability Skills	Problem solving	Demonstrates logical reasoning in reaching a conclusion
Plan fast food breakfast, lunch, and dinner menus (A.S. 3)	Foundation Skills	Reading	Follows written directions
		Writing	Organizes information into an appropriate format—menu; presents answers in a clear and understandable form; writes/prints legibly
		Science	Applies principles and concepts of biology—food groups, body maintenance/management; applies principles and concepts of chemistry—chemical processes
	Adaptability Skills	Problem solving	Demonstrates logical reasoning in reaching a conclusion

Tools, Equipment, and Materials List

Box or container (large, heavy)
Broom
Brush
Cleaning solution
Detergent
Dustpan
Mop buckets (2)
Mops (2)
Paper towels
Putty knife
Sanitizer
Scraper
Soap
Water

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Glossary

Accident — Any suddenly occurring, unintentional event which causes injury or property damage

Amino acids — Building blocks of protein

Application form — Printed form on which job applicants record information about their personal history, job history, job experience, education, and references

Attitude — A feeling or emotion toward a person or thing

Award — Recognition received for outstanding achievement

Bacteria — Microscopic organisms that exist everywhere in our surroundings and that can, under the right conditions, multiply rapidly and cause food to spoil

Basic four food groups — Guide that separates food into four categories to aid in planning nutritious meals

Blind ad — Classified advertising that does not identify the advertiser

Bulletin board — Place where written notices and reminders may be seen easily

Calorie — Unit expressing the energy-producing value of food when oxidized in the body

Carbohydrate — A nutrient consisting of starch or sugar which is the best source of energy

Career ladder — The steps a food service employee takes in moving from an unskilled job to a professional job

Celsius — Metric temperature scale related to Fahrenheit scale by the formula 5 ÷ 9 (°Fahrenheit −32°) = °Celsius

Cholesterol — Steroid alcohol present in saturated fat

Clean — Free of visible soil

Cleaning — The physical removal of soil from a surface

Commercial food service — Prepares food for a profit

Communicable — Capable of being transmitted, directly or indirectly, from one human being to another

Communication — Transfer of ideas, feelings, and attitudes by which meaning is conveyed from one person to another

Contagious — Capable of being transmitted by contact

Contamination — The presence of harmful substances or organisms, especially in food

CPR — Cardiopulmonary resuscitation; emergency procedure performed by trained individuals to aid a heart attack victim

Cross-contamination — The transfer of harmful micro-organisms from one food to another by means of a non-food surface

Danger zone — The temperature range between 45° and 140°F (7.2 to 60°C) within which most bacteria experience their best growth and reproduction

Diet — Food and drink consumed each day

Egotism — The practice of talking about oneself too much; an exaggerated sense of self-importance

Empathy — Putting self in other person's position; participating in another person's feelings or ideas

Enzyme — Substance formed in cells that speeds up chemical reactions

Essential fatty acid — Type of fat which is essential to all cells and tissues of the body

Employment agency — Business that is designed to help individuals find employment

Employment/situation wanted ad — Classified advertisement placed by individuals seeking employment and telling what their qualifications are

Equal opportunity employer — Employer who is making a special effort to assure that no form of discrimination is practiced

Exploit — To make unethical use of another person for one's own advantage

Extracurricular activities — Clubs, organizations, and social or church groups in which one participates

Fahrenheit — A temperature scale related to Celsius by the formula 9 ÷ 5 (°Celsius + 32°) = °Fahrenheit

Fat — A nutrient which supplies 2 ¼ times as many calories as the same measure of carbohydrates

Fat soluble vitamins — Vitamins which are absorbed in the body fat and stored

Feedback — Information received in response to an action

Fiber — Indigestible residue necessary for efficient elimination

FIFO — "First in, first out;" a stock-rotation rule for the storage of food

Glossary

Fire extinguisher — That which quickly puts out fires or at least smothers flames

First aid — Immediate, temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained

Food-borne illness — Disease or injury occurring as a result of consumption of contaminating food

Food poisoning — A general term for intoxication or infection caused by consumption of contaminated food

Food service industry — Generally refers to establishments that prepare food for consumption away from home

Fringe benefits — Extras provided by an employer, such as paid vacations, sick leave, and insurance protection

Grapevine — Informal communication system that exists in all organizations; may be helpful or harmful depending on how it is used

Hazard — A potential source of danger

Help wanted ad — Classified advertisement telling what kind of job is available and what the qualifications are

Hormone — Chemical compound secreted by glands to regulate and coordinate body processes

Human relations — A study of human problems designed to develop better interpersonal relationships

Hygiene — Practices necessary for establishing and maintaining good health

Infection — Contamination of an individual with a disease-producing agent

Institutional food service — Generally prepares food as a service, not for profit

Interview — Meeting of employer and job applicant for purposes of evaluation and questioning

Intoxication — Disease caused by consumption of poisons, which may be chemical, naturally occurring in food, or produced by micro-organisms

Legible — Capable of being read; clear

Material Safety Data Sheet (MSDS) — Written or printed material concerning a hazardous chemical

Memo — Written announcement sent to members of an organization

Micro-organisms — Forms of life that can be seen only with the aid of a microscope, including bacteria, viruses, yeasts, algae, and single-celled organisms

Mineral — A nutrient which is needed for building, maintaining, and repairing the body and for regulating body processes

Nutrient — Chemical compound found in food which is essential to good health

Nutrition — Study of foods and their relation to health

Organism — An individual living thing

OSHA — Occupational Safety and Health Act; federal legislation designed to insure safe and sanitary working conditions for employees

Outbreak — The development of food-borne illness by two or more people who have eaten a common food that is shown by laboratory analysis to be the source of the illness

Pasteurization — A process that kills disease-causing bacteria in food

Peer pressure — The psychological need to be accepted by others in one's own age group or by others of one's own social or vocational status

Personality — The sum of all specific traits that are consistently observable in an individual's behavior

Potential hazardous food — Any food that consists in whole or in part of milk products, eggs, meat, poultry, fish, shellfish, edible crustacea, or other ingredients, in a form capable of supporting rapid growth of micro-organisms

Professional food service worker — Person working in an occupation that recommends a college degree in food service management, restaurant management, institutional administration, or dietetics, and has management level skills, knowledge, and experience

Protein — A nutrient which is needed to form muscle, bones, and blood

Qualifications — Experience, education, and physical characteristics which suit a person to a job

Resumé — Brief, typed summary of one's qualifications and experience that is used in applying for a job

Safety — State or condition of being safe; freedom from danger, risk, or injury

Safety inspector — One whose job is to visit food service operations to enforce safety regulations and to see that all standards set by law are met

Sanitary — Free of disease-causing organisms and other harmful substances

Sanitation — The creation and maintenance of conditions favorable to good health

Sanitizing solution — Cleaning compound which reduces bacterial count to safe level

Glossary

Saturated fat — Fat which comes from a source such as butter, lard, meats, fish, and egg yolk

Semi-skilled food service worker — Person working in an occupation that requires a high school degree and the completion of a food service program

Skilled food service worker — Person working in an occupation that requires a high school degree, completion of a food service program, and an intermediate level of working skills, knowledge, and experience

Spoilage — Damage to the edible quality of food through improper handling, contamination, or deterioration due to aging

Starch — Carbohydrate found in seeds, tubers, and roots where it functions as an energy source

Technical food service worker — Person working in an occupation that recommends an associate degree in food service or institutional management, and a high level of working skills, knowledge, and experience

Thyroid gland — Gland which controls the amount of energy a person uses

Toxin — A poison produced by a living organism

Trade association journals — Publications printed by various non-profit organizations to disseminate information about an industry

Trait — A distinguishing quality or characteristic that contributes to personality

Vermin — Animals obnoxious to humans, especially small, numerous, hard-to-control animals such as rats, mice, and various insects

Vitamins — Nutrients essential to nutrition which help regulate body processes but do not serve as building units or provide energy

Vocational preparation — Any vocational courses and skills one has learned in school or through job experience

Wage — Payment of money for labor or services, usually on an hourly basis

Water soluble vitamins — Vitamins which are dissolved in water and easily lost through careless preparation of food; excesses are excreted from the body

Worker's compensation — A law which requires an employer to take responsibility and cover his employees in the event of an injury resulting from any accident which occurs as a result of or in the course of a worker's employment

*Permission to duplicate this form is granted.

Orientation
Unit 1

Objective Sheet

Unit Objective

After completing this unit, the student should be able to compare food service operations and career opportunities. The student should demonstrate these competencies by completing the assignment sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to the food service industry with their correct definitions.
2. Complete statements concerning facts about the food service industry.
3. Distinguish between categories of food service operations and their types.
4. Match categories of food service jobs with their types.
5. Select true statements concerning advantages and disadvantages of employment in the food service industry.
6. Select ways to achieve job advancement.
7. List sources of career information.
8. Compare food service operations in the community. (Assignment Sheet 1)
9. Interview a food service employee. (Assignment Sheet 2)

Orientation
Unit 1

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparency from the transparency master included with this unit. This appears in the teacher guide only and is designed to be used with the following objective:

   TM 1—Career Ladder (Objective 4)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Make copies of the written test.

11. Give written test.

12. Compile assignment sheet ratings and written test scores on the unit evaluation form.

13. Reteach and retest as required.

Teaching Suggestions

1. Discuss the history of food service with the class.

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Suggested Activities

2. Invite former food service students who are presently employed by the food service industry to participate in a panel discussion for the class.

3. Have students obtain want ads from newspapers in your area, then have them write or call prospective employer for more information. Give students an opportunity to share information with one another and to discuss the local job market for food service workers. Skill areas: **oral communication, interpersonal relations**.

4. Assign students to teams and let them prepare a bulletin board on food service careers. Each team should be responsible for a different group of careers and their bulletin boards should be evaluated on creativity, visual impact, and content. Schedule teams at least a week apart so students will have time to view the displays. Skill areas: **creative thinking, interpersonal relations, teamwork, leadership**.

5. Contact a local food service association member to speak to the class on career opportunities. Have students, as a group activity, prepare a list of questions for speaker to address in presentation. Skill areas: **listening, teamwork**.

6. Using information from Assignment Sheet 2, trade journals and other sources of information, have each student prepare a two-page report on a selected food service career. Report should be evaluated on content, proper use of grammar and punctuation, and neatness. Skill areas: **writing, creative thinking**.

7. Subscribe to trade journals that deal with the food service industry to use as additional teaching aids.

8. Provide students with wage and salary figures for various food service jobs in your area.

9. Have each student set a career goal in the food service industry and establish a plan to reach that goal. Decisions should be based on information compiled in completing this unit of instruction. Skill areas: **problem solving, goal setting, personal and career development**.

Resources Used in Developing This Unit

1. Cornelius, Ethelwyne G. *Food Service Careers.* Peoria, IL: Chas. A. Bennett Co., Inc., 1981.

2. National Restaurant Association. *1988 in Review.* Washington, DC, 1990.

3. U.S. Bureau of the Census. *Statistical Abstract of the United States: 1990* (110th Edition). Washington, DC, 1990.

Suggested Activities

Suggested Supplemental Resources

1. *New Federal Minimum Wage Law and Related Regulations.* A summary of the requirements of the Fair Labor Standards Act (FLSA). Available from the National Restaurant Association, 1200 Seventeenth Street, NW, Washington, DC 20036.

2. *Survey of Wage Rates for Hourly Employees, 1988.* Results of a nationwide survey of 15 food service positions with high, low, and median wages listed for the U.S., states, and regions. Available from the National Restaurant Association, 1200 Seventeenth Street, NW, Washington, DC 20036.

Orientation
Unit 1

Answers to Written Test

1.

a.	7	f.	1
b.	8	g.	3
c.	2	h.	9
d.	6	i.	4
e.	5		

2.
a. 650,000
b. Billion
c. One
d. By the year 2000
e. 5 ½

3.

a.	I	f.	I
b.	I	g.	C
c.	C	h.	I
d.	C	i.	C
e.	C	j.	C

4.

a.	1	g.	1
b.	2	h.	4
c.	2	i.	4
d.	1	j.	3
e.	3	k.	2
f.	4	l.	2

5. a, c, e, f, g

6. a, b, c, e

7. Any five of the following:

a. National Institute for the Food Service Industry
b. National Restaurant Association
c. American Culinary Federation
d. American Dietetic Association
e. American Home Economics Association
f. American School Food Service Association
g. Club Manager's Association of America
h. American Hotel and Motel Association
i. Local association
j. State association
k. Local food service operations

Orientation
Unit 1

Written Test

Name _____ Score _____

1. Match the terms on the right with their correct definitions.

_____a. Generally refers to establishments that prepare food for consumption away from the home

_____b. Prepares food for a profit

_____c. Generally prepares food as a service, not for profit

_____d. Person working in an occupation that requires a high school diploma and the completion of a food service program

_____e. Person working in an occupation that requires a high school diploma, completion of a food service program, and an intermediate level of working skills, knowledge, and experience

_____f. Person working in an occupation that recommends an associate degree in food service or institutional management, and a high level of working skills, knowledge, and experience

_____g. Person working in an occupation that recommends a college degree in food service management, restaurant management, institutional administration, or dietetics, and has management level skills, knowledge, and experience

_____h. An individual food service operation

_____i. The steps a food service employee takes in moving from an unskilled job to a professional job

1. Technical food service worker
2. Institutional food service
3. Professional food service worker
4. Career ladder
5. Skilled food service worker
6. Semi-skilled food service worker
7. Food service industry
8. Commercial food service
9. Unit

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Written Test

2. Complete the following statements concerning facts about the food service industry by circling the correct answers.

   a. The food service industry has over (450,000; 650,000) units.

   b. Food service sales are over 214 (million, billion) dollars.

   c. The food service industry is the number (one, two) retail employer.

   d. The food service industry will need 450,000 new employees (by the year 2000, yearly) to satisfy the growth in the industry.

   e. Americans spend (5 ½, 10) percent of disposable personal income for food prepared away from home.

3. Distinguish between the categories of food service operations and their types by placing a "C" next to commercial operations and an "I" next to institutional operations.

   _____a. Colleges and universities

   _____b. Hospitals

   _____c. Coffee shops

   _____d. Fast food establishments

   _____e. Hotels

   _____f. Nursing homes

   _____g. Clubs

   _____h. Military bases

   _____i. Department stores

   _____j. Delicatessens

4. Match the categories of food service jobs on the right with their correct types.

   _____a. Waiter/waitress

   _____b. Butcher

   _____c. Baker

   1. Semi-skilled food service worker

   2. Skilled food service worker

_____d. Kitchen helper

_____e. Chef

_____f. Executive chef

_____g. Fast food worker

_____h. Dietitian

_____i. Manager

_____j. Dietetic technician

_____k. Head cook

_____l. Cashier

3. Technical food service worker

4. Professional food service worker

5. Select true statements concerning advantages and disadvantages of employment in the food service industry by placing an "X" in the appropriate blanks.

_____a. Availability of part-time jobs is an advantage.

_____b. Work pressure is an advantage.

_____c. Working conditions are both an advantage and a disadvantage.

_____d. Constant demand for new employees is a disadvantage

_____e. Hard physical labor is a disadvantage.

_____f. Steady work is an advantage.

_____g. Inconvenient working hours is a disadvantage.

6. Select ways to achieve job advancement by placing an "X" in the appropriate blanks.

_____a. Length of service

_____b. Promotion from within

_____c. On-the-job training

_____d. Recommendation from a friend

_____e. Additional education

7. List five sources of career information

a. _____

b. _____

c. _____

d. _____

e. _____

*Permission to duplicate this test is granted.

Orientation
Unit 1

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Compare Food Service Operations in the Community Rating _____

Comments: _____

_____

Assignment Sheet 2—Interview a Food Service Employee Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

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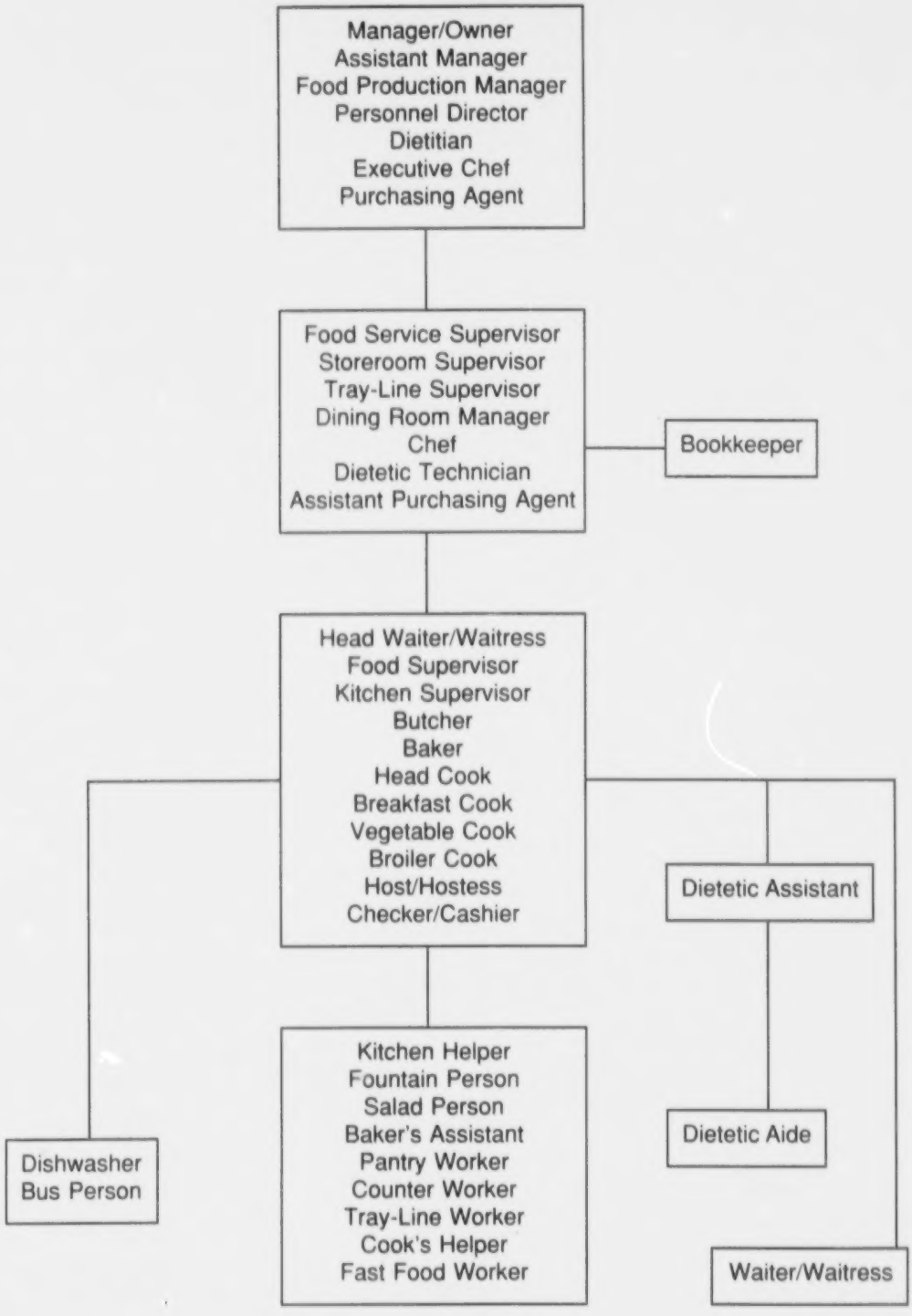
Career Ladder



Orientation
Unit 1

Information Sheet

1. **Terms and definitions**

   a. **Career ladder** — The steps a food service employee takes in moving from an unskilled job to a professional job

   b. **Commercial food service** — Prepares food for a profit

   c. **Food service industry** — Generally refers to establishments that prepare food for consumption away from the home

   d. **Institutional food service** — Generally prepares food as a service, not for profit

   e. **Professional food service worker** — Person working in an occupation that recommends a college degree in food service management, restaurant management, institutional administration, or dietetics, and has management level skills, knowledge, and experience

   f. **Semi-skilled food service worker** — Person working in an occupation that requires a high school diploma and the completion of a food service program

   g. **Skilled food service worker** — Person working in an occupation that requires a high school diploma, completion of a food service program, and an intermediate level of working skills, knowledge, and experience

   h. **Technical food service worker** — Person working in an occupation that recommends an associate degree in food service or institutional management, and a high level of working skills, knowledge, and experience

   i. **Unit** — An individual food service operation

2. **Facts about the food service industry**

   a. The food service industry has over 650,000 units.

      Note: In 1988, the food service industry had a total of 656,919 units consisting of 483,216 commercial units, 172,447 institutional units, and 1,256 military units.

   b. Food service sales are over 214 billion dollars.

   c. The food service industry is the number one retail employer.

      Note: According to National Restaurant Association figures, employment in the food service industry equals more than 8 million persons and the total annual wages and benefits paid equal over 42 billion dollars.

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Information Sheet

d. The food service industry will need 450,000 new employees by the year 2000 to satisfy the growth in the industry.

Note: Government statistics list three categories of food service workers among the fastest growing occupations in the United States.

e. Americans spend 5 ½ percent of disposable personal income for food prepared away from home.

3. Categories of food service operations and their types

a. Institutional

- Schools
- Colleges and universities
- Military bases
- Hospitals
- Nursing Homes
- Child care facilities
- Correctional institutions
- Airlines

Note: This can also be a commercial operation.

b. Commercial

- Hotels
- Motels
- Restaurants
- Coffee shops
- Clubs
- Fast food establishments
- Retail stores

Information Sheet

- Department stores
- Amusement

  Note: This includes such things as amusement parks and sporting events.

- Delicatessens
- Vending machines

4. Categories of food service jobs and their types

a. Semi-skilled

- Cook's helper
- Fast food worker
- Waiter/waitress
- Pantry worker
- Fountain person
- Salad person
- Kitchen helper
- Counter worker
- Tray-line worker
- Dietetic aide
- Baker's assistant
- Bus person

  Note: On-the-job training is the normal route to advancement.

b. Skilled

- Head cook
- Kitchen supervisor

Information Sheet

- Cook
- Baker
- Food supervisor
- Butcher
- Head waiter/waitress
- Host/hostess
- Cashier
- Dietetic assistant

Note: On-the-job training is the normal route to advancement.

c. Technical

- Food service supervisor
- Chef
- Dining room manager
- Catering manager
- Tray-line supervisor
- Storeroom manager
- Assistant purchasing agent
- Dietetic technician

Note: Continuing education and on-the-job training are the normal routes to advancement.

d. Professional

- Dietitian
- Manager
- Owner

Information Sheet

- Assistant manager
- Food production manager
- Executive chef
- Purchasing agent
- Personnel director

Note: Completion of a management training program and continuing education are the normal routes to advancement.

5. Advantages and disadvantages of employment in the food service industry

a. Advantages

- Steady work
- Constant demand for new employees
- Working conditions usually pleasant
- Availability of jobs in many locations
- Opportunities for self-improvement and promotion
- Possibility of individual becoming an owner or manager
- Availability of part-time jobs
- Paid education
- Dealing with public
- Fringe benefits
  - — Meals
  - — Uniforms
  - — Paid vacations
  - — Bonuses
  - — Pension plans

Information Sheet

- — Insurance
- — Profit sharing

b. Disadvantages

- Hard physical labor
- Work pressure
- Uncomfortable working conditions
- Inconvenient working hours
- Dealing with the public

  Note: This can be either an advantage or disadvantage and is determined by how well one gets along with people.

- Seasonal employment

6. Ways to achieve job advancement

a. Length of service

b. Promotion from within

c. On-the-job training

d. Recommendation from another employer

e. Additional education

7. Sources of career information

a. National Institute for the Food Service Industry (NIFI)

b. National Restaurant Association (NRA)

c. American Culinary Federation (ACF)

d. American Dietetic Association (ADA)

e. American Home Economics Association (AHEA)

f. American School Food Service Association (ASFSA)

Information Sheet

g. Club Manager's Association of America (CMA)

h. American Hotel and Motel Association (AHMA)

i. Local association

j. State association

k. Local food service operations

Orientation
Unit 1

Assignment Sheet 1—Compare Food Service Operations in the Community

Name _____ Overall Rating _____

Evaluation criteria	Rating
Followed directions	_____
Provided appropriate information in table	_____
Answered questions	_____

Directions: Compare three food service operations in your community. Choose one small, one medium-sized, and one large food service establishment, complete the chart and answer the questions which follow. The above criteria will be used to evaluate your performance.

	Small Company 1-20 Employees	Medium-sized Company 21-100 Employees	Large Company Over 100 Employees
Name of Establishment			
Approximate number of employees			
Types of food service jobs offered			
Salary range			
Hours of operation			
Benefits			

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Assignment Sheet 1

	Small Company 1-20 Employees	Medium-sized Company 21-100 Employees	Large Company Over 100 Employees
Opportunities to advance			
Job security			
Personal satisfaction			
Comments			

By which company would you prefer to be employed? _____

_____

Why did you make this choice? _____

_____

_____

Orientation
Unit 1

Assignment Sheet 2—Interview a Food Service Employee

Name _____ Overall Rating _____

Evaluation criteria	Rating
Followed directions	_____
Neat, legible handwriting	_____

Directions: One of the best ways to learn about a career is to talk with a person who is working in a job similar to one you might want. Interview a person in food service and complete the following questions. The above criteria will be used to evaluate your performance.

1. What is your job title? _____

2. What are your exact job responsibilities? _____

   _____

   _____

   _____

3. What are your usual working hours? _____

   How many hours do you work a week? _____

4. How did you find your job? _____

   _____

   _____

5. Does your job require a high school diploma? _____

   What special training did you need to qualify for this job? _____

   _____

   _____

Assignment Sheet 2

Where did you get the training? _____

_____

6. What do employers look for in a person applying for a job like yours? _____

_____

_____

7. Did you have other jobs in food service before this one? If so, what were they?

_____

_____

_____

8. How long have you been with this company? _____ Have you worked at the same job the entire time? _____

_____

9. What special benefits do you get by working for this company (such as paid vacations, health insurance, etc.)? _____

_____

_____

_____

10. Are other jobs like yours available? If so, how would you recommend learning about them? _____

_____

11. What are the advantages of this job? _____

_____

_____

Assignment Sheet 2

12. What are the disadvantages of this job? _____

_____

_____

13. What advice would you give to a person who wanted to train for a job like yours?

_____

_____

_____

Applying for a Job
Unit 2

Objective Sheet

Unit Objective

After completing this unit, the student should be able to locate job openings, apply for a job, and evaluate a job offer. The student should demonstrate these competencies by completing the assignment sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to applying for a job with their correct definitions.
2. Select means of locating job openings.
3. Select personal attributes or attitudes an employer looks for during a personal interview.
4. List items that an applicant may need to prepare when applying for a job.
5. List the legal aspects of employment.
6. Write a resumé. (Assignment Sheet 1)
7. Write a letter of application for a food service job. (Assignment Sheet 2)
8. Complete an employment application form for a job in the food service industry. (Assignment Sheet 3)
9. Write a follow-up letter or make a follow-up phone call after interviewing for a food service job. (Assignment Sheet 4)

Applying for a Job
Unit 2

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparency from the transparency master included with this unit. This appears in the teacher guide only and is designed to be used with the following objective:

   TM 1—Attitudes (Objective 3)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Make copies of the written test.

11. Give written test.

12. Compile assignment sheet ratings and written test scores on the unit evaluation form.

13. Reteach and retest as required.

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Suggested Activities

Teaching Suggestions

1. Discuss the Fair Labor Standards Act and how it applies to students; then post a copy so it is readily available to students.

2. Invite a food service personnel manager to discuss what employers look for on application letters, resumés, employment application forms, and follow-up devices and how equal opportunity and affirmative action affect hiring procedures.

3. Obtain both good and bad examples of actual letters of application and resumés and have students divide into teams to evaluate examples and make recommendations for improving letters, resumés, etc. Have each team select a spokesperson to share evaluation results and recommendations with class. Be sure to maintain the writers' anonymity. Skill areas: **problem solving, team work, leadership**.

4. Invite a panel of employers to talk to class about things they look for in a prospective employee. Give students an opportunity to ask questions about skills employers want in a worker. Skill areas: **listening, oral communication**.

5. Have students role play interviews between employers and applicants. Use video tape to record student practice interviews. Have students critique their taped interviews. Use Student Supplement 1—Guidelines for Participating in a Job Interview and Student Supplement 2—Practice Interview Questions to aid students in effective role playing and critiquing. Skill areas: **listening, oral communication, self-esteem**.

6. Request permission to use telephone trainers available at the local phone company; then have each student make an appointment for a job interview over the phone and evaluate their techniques. Or have students role play making an interview appointment following the guidelines in Student Supplement 3—Practice Making an Appointment by Phone for a Food Service Job Interview. Tape record their role playing and have students evaluate one another using Student Supplement 3. Skill areas: **listening, oral communication, self-esteem**.

7. Present students with one or more theoretical job offers. Have them evaluate these offers using Student Supplement 4—Evaluate a Food Service Job Offer and Student Supplement 5—Compare Job Opportunities. Skill areas: **problem solving, self-esteem, personal and career development**.

Resources Used in Developing This Unit

1. Allen, Cliff. "About Getting a Job" and "After High School—What?" *Practical Family Life*. Greenfield, MA: Channing L. Bette, Inc.

2. *Can I Get The Job?* Detroit, MI: General Motors Public Relations Staff.

Suggested Activities

3. Chapman, Elwood N. *Your Attitude is Showing.* Austin, TX: Instructional Materials, Division of Extension/University of Texas, 1987.

4. *Interviewing Women Candidates.* Washington, DC: U.S. Civil Service Commission.

5. Keeton, Marsha. *Job Application and Interview.* Lexington, KY: Vocational Education Curriculum Development Center of Kentucky/University of Kentucky.

6. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work.* Bloomington, IL: McKnight Publishing Co., 1981.

Suggested Supplemental Resource

National Restaurant Association
1200 Seventeenth Street, NW
Washington, DC 20036

Note: The NRA has a variety of film strips, films, charts, booklets, and posters on various areas of the food service industry which are available for purchase. Please write for specific information.

Applying for a Job
Unit 2

Answers to Written Test

1.

a.	16	i.	10
b.	15	j.	3
c.	5	k.	9
d.	4	l.	2
e.	6	m.	7
f.	8	n.	13
g.	1	o.	14
h.	11	p.	12

2. a, b, c, e

3. a, c, d, f, g, i, j

4.
   a. Resumé
   b. Letter of application
   c. Application form
   d. Follow-up letter

5. Any five of the following:

   a. Fair Labor Standards Act
   b. Minimum hours
   c. Minimum wage
   d. Employment of minors
   e. Unemployment insurance
   f. Worker's compensation
   g. Withholding tax
   h. Social Security

Applying for a Job
Unit 2

Written Test

Name _____ Score _____

1. Match the terms on the right with their correct definitions.

_____a. Classified advertising that does not identify the advertiser

_____b. Classified advertisements placed by individuals seeking employment and telling what their qualifications are

_____c. Printed form on which job applicants record information about their personal history, job history, job experience, education, and references

_____d. Extras provided by an employer, such as paid vacations, sick leave, and insurance protection

_____e. Experience, education, and physical characteristics which suit a person to a job

_____f. Payment of money for labor or services, usually on an hourly basis

_____g. Recognition received for outstanding achievement

_____h. Employer who is making a special effort to assure that no form of discrimination is practiced

_____i. Business that is designed to help individuals find employment

_____j. Clubs, organizations, and social or church groups in which one participates

1. Award
2. Interview
3. Extracurricular activities
4. Fringe benefits
5. Application form
6. Qualifications
7. Resumé
8. Wage
9. Vocational preparation
10. Employment agency
11. Equal opportunity employer
12. Worker's compensation
13. Help wanted ad
14. Legible
15. Employment/situation wanted ads
16. Blind ad

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_____k. Any vocational courses and skills one has learned in school or through job experience

_____l. Meeting of employer and job applicant for purpose of evaluation and questioning

_____m. Brief, typed summary of one's qualifications and experience that is used in applying for a job

_____n. Classified advertisement telling what kind of job is available and what the qualifications are

_____o. Capable of being read; clear

_____p. A law which requires an employer to take responsibility and cover his employees in the event of an accident which occurs as a result of or in the course of a worker's employment

2. Select means of locating job openings by placing an "X" in the appropriate blanks.

_____a. School officials

_____b. Employment offices

_____c. Local labor union business office

_____d. Waiting to be called

_____e. Classified ads

3. Select personal attributes or attitudes an employer looks for during a personal interview by placing an "X" in the appropriate blanks.

_____a. Alertness, quickness of mind

_____b. Unkept hair

_____c. Dedication and dependability

_____d. Enthusiasm and interest

_____e. New car

_____f. Honesty and integrity

_____g. Desire to work

_____h. Flashy clothes

_____i. Desire to improve oneself

_____j. Ability to work well with others

_____k. Evidence of drug use

4. List items that an applicant may need to prepare when applying for a job.

   a. _____

   b. _____

   c. _____

   d. _____

5. List five legal aspects of employment.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

***Permission to duplicate this test is granted.**

Applying for a Job
Unit 2

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Write a Resumé Rating _____

Comments: _____

_____

Assignment Sheet 2—Write a Letter of Application for a Food Service Job Rating _____

Comments: _____

_____

Assignment Sheet 3—Complete an Employment Application Form for a Job in the Food Service Industry Rating _____

Comments: _____

_____

Assignment Sheet 4—Write a Follow-up Letter or Make a Follow-up Phone Call after Interviewing for a Food Service Job Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

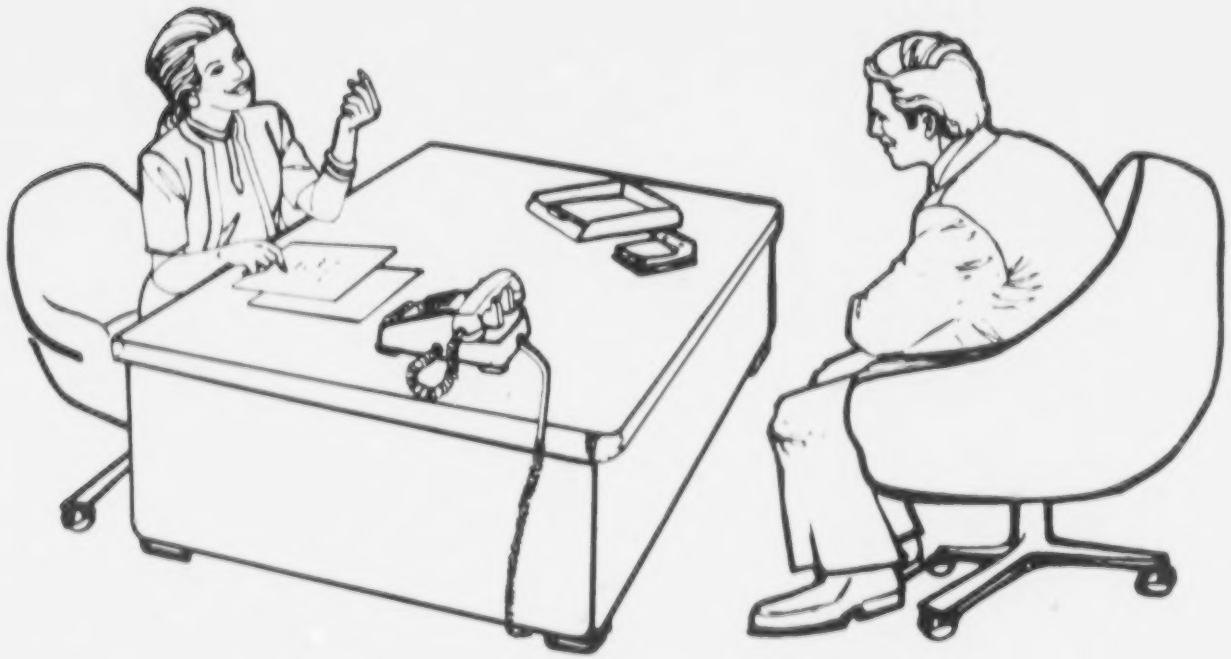
***Permission to duplicate this form is granted.**

Attitudes

Enthusiasm, Interest, Dedication, Dependability, Alertness,

Quickness of Mind, Honesty, Integrity, Desire to Work,

Ability to Work with Others, Desire to Improve Oneself



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Applying for a Job
Unit 2

Information Sheet

1. **Terms and definitions**

   a. **Application form** — Printed form on which job applicants record information about their personal history, job history, job experience, education, and references

   b. **Award** — Recognition received for outstanding achievement

   c. **Blind ad** — Classified advertising that does not identify the advertiser

      Note: Applicant is asked to send a letter of application and resumé to a post office box number or to call a certain number.

   d. **Employment agency** — Business that is designed to help individuals find employment

   e. **Employment/situation wanted ads** — Classified advertisements placed by individuals seeking employment and telling what their qualifications are

   f. **Equal opportunity employer** — Employer who is making a special effort to assure that no form of discrimination is practiced

      Examples: Age, sex, race, religion

   g. **Extracurricular activities** — Clubs, organizations, and social or church groups in which one participates

      Examples: Student Council, National Honor Society

   h. **Fringe benefits** — Extras provided by an employer, such as paid vacations, sick leave, and insurance protection

   i. **Help wanted ad** — Classified advertisement telling what kind of job is available and what the qualifications are

   j. **Interview** — Meeting of employer and job applicant for purpose of evaluation and questioning

   k. **Legible** — Capable of being read; clear

   l. **Qualifications** — Experience, education, and physical characteristics which suit a person to a job

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Information Sheet

m. **Resumé** — Brief, typed summary of one's qualifications and experience that is used in applying for a job

n. **Vocational preparation** — Any vocational courses and skills one has learned in school or through job experience

o. **Wage** — Payment of money for labor or services, usually on an hourly basis

Note: Another term for wage is salary. Salaries are generally paid on a monthly basis.

p. **Worker's compensation** — A law which requires an employer to take responsibility and cover his employees in the event of an injury resulting from any accident which occurs as a result of or in the course of a worker's employment

2. **Means of locating job openings**

a. Classified ads

- Newspapers
- Trade magazines

b. Signs

- Help wanted signs in businesses
- Portable signs
- Restaurant marquees

c. Radio and television

Note: Radio stations and local cable TV stations provide opportunities for local businesses to advertise job openings.

d. Employment offices

- State and federal labor offices
- Private personnel agencies

Note: A fee is charged by most private agencies.

e. Local labor union business office

Information Sheet

f. School officials

- Teachers
- Counselors
- Principals
- Placement officers

g. Current workers in the food service industry

h. Friends, neighbors, and family members

3. Personal attributes or attitudes an employer looks for during a personal interview

Note: A good first impression makes a lasting impression.

a. Enthusiasm and interest

Note: This includes taking pride in your work and being willing to do more than your share when needed.

b. Dedication and dependability

Note: This involves good work habits which include regular attendance and being on time; it also means you should readily follow directions.

c. Alertness, quickness of mind

Note: You should always look for unsafe situations that could injure workers or damage property, and you should constantly look for more efficient working practices.

d. Honesty and integrity

e. Desire to work

f. Ability to work well with others, to follow orders, and to comply with company policies

g. Desire to improve oneself

Note: Good employees always look for ways to increase their knowledge; this benefits both the employer and employee.

h. Neat, clean appearance

i. No evidence of drug or alcohol use affecting job performance

Information Sheet

4. Items that an applicant may need to prepare when applying for a job

a. Resumé

b. Letter of application

c. Application form

d. Follow-up letter

5. Legal aspects of employment

a. Fair Labor Standards Act

- Federal Child Labor Law
- State Child Labor Law

Examples: No minor under 16 may do work hazardous to life and limb; a 15-year old may work 8 hours per day with 1 hour for meals and rest, but only on non-school days.

b. Minimum hours

c. Minimum wage

d. Employment of minors

e. Unemployment insurance

f. Worker's compensation

g. Withholding tax

h. Social Security

Note: Items e through h are types of deductions made on a payroll check.

Applying for a Job
Unit 2

Student Supplement 1—Guidelines for Participating in a Job Interview

1. Preparing for the interview

   a. Wear appropriate clothing and shoes.

      Note: Dress better for the interview than you would for a day on the job.

   b. Be well-groomed and neat.

   c. Take an ink pen, several copies of your resumé, and all information concerning social security number, references, names and addresses, dates employed, and dates you attended school.

   d. Go alone; do not take parents or friends.

   e. Do not be late.

      Note: Allow adequate time to complete a job application form before the interview.

   f. Find out the name and title of the interviewer ahead of time, if possible.

   g. Know facts about the business such as:

      - Name
      - Kind of business
      - Products and services
      - How old the company is

2. Meeting the receptionist/secretary

   a. Smile.

   b. Introduce yourself, stating that you have an appointment.

      Example: "Good morning. I am Mary Donahue and I am applying for a job as cook. I have a ten o'clock appointment with Mr. Smith."

   c. Follow receptionist's instructions.

   d. Wait patiently.

Student Supplement 1

3. Starting the interview

   a. Enter with poise.

   b. Smile.

   c. Greet the interviewer by name.

   d. Shake hands firmly.

   e. Introduce yourself.

   f. State your purpose.

   g. Listen carefully.

   h. Be seated only at interviewer's invitation.

   i. Do not show signs of nervousness.

      Note: if you do not know where to put your hands, leave them on your lap and keep them still.

   j. Do not place personal things on interviewer's desk.

   k. Do not smoke or chew gum.

   l. Look alert; look interested and enthusiastic.

      Note: Words such as *Mr., Mrs., Miss, Ms., thank you, please,* and *sir* never go out of style.

4. Answering questions clearly

   a. Do not interrupt.

   b. Anticipate questions that might be asked and volunteer proper information.

      - Explain "yes" and "no" answers.
      - Avoid criticisms of former employers or competitors.
      - Do not talk about personal problems.

Student Supplement 1

- Answer all questions honestly.

  Examples: "The thing I liked least about my last job was that I was on the night shift and couldn't get changed. I really wanted to be home with my family at night."

  "Truthfully, my relationship with my supervisor could have been better. We seemed to have a personality conflict and never became fond of each other. However, we did manage to work together. This was my first experience like that and I surely hope it doesn't happen again."

- Give positive answers to unfavorable questions.

  Examples: Interviewer: "Your work experience doesn't seem to relate specifically to this job. Why do you feel qualified to fill this position?"

  Applicant: "I understand your concern. However, my job experience is broad enough to permit me to work into this particular situation. I have done work similar to this job and I think my general work record is good enough to convince you that I would be a good employee. I would be willing to receive additional training."

- Find a true, positive statement about your reasons for leaving previous jobs, even if you were fired.

  Examples: "I was laid off, but I learned from my mistakes."

  "I left because they did not need as many employees during the slow season."

- Try to mention your best qualities in relation to something concrete.

  Example: "I earned 75 percent of my expenses while going to school" is better than "I am a hard worker and want to get ahead."

- Be prepared for personal questions about your home life and parents' occupations.

  Note: These questions are inappropriate but are sometimes asked by the interviewer.

- Avoid answering questions concerning politics, economics, religion, and other controversial subjects.

Student Supplement 1

- Answer questions about career objectives using specific terms about what you would like to do in the future in the particular field without limiting your opportunities.

  Example: "I would like to work as a cook and go to school part time; my ultimate goal is to become a food service manager."

c. Look directly at interviewer.

d. Speak in clear, moderate tones.

e. Use correct English.

Note: Avoid swearing, slang terms, or annoying phrases like "yeah," "you know," and "uhhuh."

f. Show interest in the business; ask questions.

Example: (Correct) "I wonder if you could give me some information about the benefits available to employees?"

(Incorrect) "Now that you've questioned me, there are a few things that I want to know before I decide if I want to work for you."

g. Sell yourself.

Note: Never refer to yourself as just average or fair; always look for a positive response.

h. Give the interviewer the opportunity to mention salary and fringe benefits.

Note: If the interviewer does not volunteer this information, it may be necessary to ask questions related to these areas.

i. Show enthusiasm.

5. Closing the interview

a. Watch for signs that the interview is over, such as the interviewer shuffling papers and moving around in the chair.

b. Ask "May I say one thing more?" or "Would you be interested in . . . ?" if the interview seems to be ending before all important selling points have been made.

Student Supplement 1

c. Thank interviewer for his/her time.

Example: "I've enjoyed talking to you, Mr. Smith. Thank you for your time and consideration. I'm excited about this job and do hope I'm hired. Can you tell me when the position will be filled and how the applicants will be notified? (Answer) Please let me know if you need any additional information."

d. Learn from every situation even if the interviewer does not offer the position.

6. Following up the interview—Write a follow-up letter, call, or visit again to express interest in the job and appreciation for the opportunity to interview.

Applying for a Job
Unit 2

Student Supplement 2—Practice Interview Questions

Directions: Role play an interview between an employer and an applicant using the following questions which might be asked when applying for various jobs. Your instructor may videotape your role playing so skills can be critiqued and improved.

Note: Questions about your personal life may not legally be asked. In fact, it is illegal for an employer to ask your maiden name or your father's surname if you are a female applicant; your marital status; who lives with you; the church you attend or the name of your spiritual leader; how many children you have, their ages, or who will care for them while you are at work; whether you own or rent your residence; whether you have ever had your wages garnisheed; and whether you have ever been arrested. However, many interviewers, particularly in smaller businesses, may ask such questions. Whether or not you choose to answer the questions depends on you.

1. Where do you go to school? When will you graduate?
2. Do you (did you) earn any of your own expense money while in school?
3. Why did you leave your previous job(s)?
4. What did you like best and what did you like least about your classes?

   Note: This could be asked about teachers, jobs, or employers.
5. What books have you read lately? What are your favorite magazines?
6. Are you in good health?
7. What do you expect to be doing five or ten years from now? What is your chosen field of work?
8. At what salary do you expect to start?
9. What are some of your special abilities? What skills do you possess? What tools or equipment can you operate?
10. How would you rate your training for this job? Very good? Fair?
11. What personal characteristics do you think are needed to succeed in your vocation?
12. In what area do you need the most improvement?
13. Do you like to work with other people or do you work best alone?

Student Supplement 2

14. Do you have any questions you want to ask us?

15. Do you think your extracurricular activities were worth the time you devoted to them?

16. How could you contribute to our organization? Why should we hire you?

17. Tell us about your family and any plans for marriage or further education.

    Note: Remember, legally, you do not have to answer this question. However, it is a good idea to prepare an answer in case such a question is asked.

    Examples: (Correct) "My family includes a younger sister and my parents, with whom I live. My plans for marriage are undecided at this time, and I'm hoping that the experience gained by being an employee of your company will help me to decide about furthering my education.

    (Incorrect) "Quite frankly, I regard this information as personal and choose not to answer."

18. For what other jobs have you applied?

19. Do you have any military obligations to fulfill?

20. May we write or call your last employer?

21. How may people have you supervised at work or through organizations of which you are a member?

22. How do you feel about the progress you have made salary-wise?

23. Would you be able to work all day Saturday and Sunday?

24. If you could start school (or work) over again what would you do differently?

25. What is your school (work) attendance record?

26. Have you done the best work of which you are capable?

27. Do you require attention? Does criticism disturb you?

    Note: These questions are usually asked in a more subtle and indirect way.

28. What motivates you?

29. Would you be willing to relocate?

Student Supplement 2

30. What size city do you prefer?

31. Have you saved any money?

32. Define *cooperation.*

33. What job with our company would you choose if you were entirely free to do so?

34. How do you feel about working overtime?

Note: You never get a second chance to make a good first impression. Getting a job is a job.

Applying for a Job
Unit 2

Student Supplement 3—Practice Making an Appointment by Phone for a Food Service Job Interview

Making an appointment by phone does two things. First, it shows that you are interested in saving the employer's time. Second, it shows that you are thoughtful for asking what would be the best time for you to see the employer.

1. Steps in making an appointment by phone

   a. Plan what you are going to say before you call.

   b. State your name and reason for calling.

      Example: "Hello, this is Terry McKracken. I'm calling about your ad in last night's paper for a cook. May I have an appointment for an interview?"

   c. Ask when would be the best time for you to come for the interview.

   d. Record the day, time, and place of the interview.

   e. Thank the receptionist for the help.

2. Things to remember when calling for an appointment

   a. Keep the receptionist on your side; the receptionist is there to help you.

      Note: The receptionist is sometimes asked to evaluate the applicant.

   b. Do not ask over the phone how much the job pays.

      Note: Some questions about the nature of the job may be appropriate.

   c. Be polite and courteous.

      Note: Remember that this call is the first contact you may have with the firm. Make that first impression a good one.

   d. Ask if you should pick up an application blank or if they would like to send it to you before the interview.

Student Supplement 3

Now that you have read about the correct way to arrange for a job interview, role play a situation where you make an appointment by phone. Use the checklist below to evaluate your performance. Your instructor may tape your role-playing so skills can be critiqued and improved.

	Yes	No	Comments
Was prepared before calling			
Did not stammer to find the right words			
Identified self immediately			
Stated reasons for calling immediately			
Asked the best time for an appointment with employer			
Was courteous and friendly			
Asked about picking up application blank or having application blank sent prior to interview			
Thanked the receptionist			
Made record of the interview date, hour, and place			

Applying for a Job
Unit 2

Student Supplement 4—Evaluate a Food Service Job Offer

Instead of saying "yes" or "no" on the spot to a job offer, express your gratitude in a warm and friendly manner, and then ask if you may have time to consider the opportunity you have been offered. Few reputable employers will deny you a reasonable time to be certain before agreeing to take a job.

Use the following checklist to evaluate a job offer.

The Job . . .

- ☐ Do I clearly understand the nature of the work and is it what I want to do? Are my responsibilities reflected in the job title?
- ☐ If this isn't my dream job, can it be a stepping stone as I acquire the skills and experience needed for advancement?
- ☐ Is the background I am building wide enough that I will not have difficulty transferring it to another employer?
- ☐ Will I be able to make decisions affecting my work? Do I care?
- ☐ Will I need more training and will the company pay for it?
- ☐ Will overtime be necessary or available?
- ☐ Will I be able to leave all thought of the job behind at day's end? If not, do I care?
- ☐ Will I have to travel or relocate?
- ☐ Is the job permanent?
- ☐ If permanent, is there reasonable job security?
- ☐ Does this job require union membership?

The Company . . .

- ☐ Do the firm's size and regulations fit my personality?
- ☐ Does the firm offer room for advancement or impressive credentials for a future resumé?
- ☐ Does the firm have a healthy financial position and is it a growing organization?

Student Supplement 4

- ☐ Is there a high turnover of personnel, and if so, why? _____
- ☐ Does the firm promote from within the ranks rather than turn to outsiders to fill supervisory jobs?
- ☐ Have I met the person who would be my immediate supervisor?
- ☐ Does the supervisor seem like the sort of person with whom I could get along?
- ☐ Do co-workers appear to be my kind of people?
- ☐ Is the company's location convenient?
- ☐ Does the firm have a reputation for fair treatment of employees?
- ☐ Is a written personnel statement available that covers vacations, sick leave, cause for dismissal, and so forth?

Financial Rewards . . .

- ☐ Do the earnings meet my minimum needs? Are there automatic cost-of-living increases?
- ☐ Does the method of payment (salary, hourly wage, weekly, bi-monthly, monthly) meet my current needs?
- ☐ Are raises based on merit, length of service, formal exams?
- ☐ Are fringe benefits given—health insurance, meals, uniforms, and others?

When to say no . . . Should you always turn down an offer that doesn't measure up?

That depends on several questions. How desperately do you need to earn money? How competitive is the field you hope to enter, and would it be best to get your foot in the door any way you can? How valuable is the experience you'll gain? There are times when it is wise to accept a job which is not perfect in your eyes.

On the other hand, it could be better to refuse the offer.

Would you accept this job offer? Why or why not? _____

_____

_____

Applying for a Job
Unit 2

Student Supplement 5—Compare Job Opportunities

When you are offered a job or are changing jobs, you must compare job opportunities before taking the position. Some factors to consider include:

1. What is your take-home pay?
2. What are the benefits which accompany the job?
3. How much will it cost to actually be at work each day?
4. Would the job be satisfying?
5. How would the job meet your needs and aspirations?

What's my take-home pay?

Salaries and wages are often quoted by employers as gross earnings. Gross earnings are used because tax deductions vary due to the number of dependents, the amount of earnings, and other information.

Optional benefits and deductions offered by an employer also differ. It is generally advisable to ask what programs are available for enrollment as these can affect the actual money you receive on payday.

What other benefits do I get from this job?

Some benefits associated with working are not always visible. Often some of these overlooked benefits are paid for in part by your employer. At the time of the interview or when considering a position ask about employer's contributions for your protection which may include:

1. Health insurance
2. Unemployment compensation
3. Uniforms and meals
4. Medical facilities and health tests
5. Pensions
6. Travel insurance (covering mishaps when traveling on business)

Student Supplement 5

7. Educational programs or reimbursement for courses related to job
8. Sick leave with pay
9. Paid vacations and holidays
10. Social security
11. Worker's compensation

What will it cost to work at this job?

Frequently, we often overlook the costs which are associated with being employed. It may be of value to calculate estimated weekly expenses before you make a decision about a job.

Estimate weekly expenses for:

Transportation (parking, bus fares)	$_____
Lunches (or cost of food eaten away from home, including soft drinks and coffee)	$_____
Clothing (including cleaning)	$_____
Child care for working parent	$_____
Special uniforms, materials, or equipment for job	$_____
Other	$_____
TOTAL	$_____

What is important to me in a job?

Take-home pay and benefits may be only part of what you want from a job. Think through other things you consider important in a job.

What are some of the most rewarding things you have felt about any job you've ever had?

1. _____
2. _____
3. _____

Student Supplement 5

How might you rate these in order of what is important to you? Rank the following from 1 to 12 with 1 being the most important.

_____ Job security (little chance you'll be released from the job)

_____ Opportunity for advancement

_____ Recognition for your work

_____ Good wages

_____ Opportunity to learn and use your ideas

_____ Flexible working hours

_____ Long vacations

_____ Pleasant working conditions

_____ Interesting work

_____ Friendly co-workers

_____ Travel

_____ Other (specify) _____

Make Your Decision

Take all the information you have gathered and summarize it below to reach a decision about whether you would take the job or not.

1. What are the benefits which accompany the job?

   _____

   _____

   _____

   _____

2. I estimate my job benefits to be worth $_____

3. I estimate my take-home pay to be $_____

Student Supplement 5

4. I estimate my expenses related to working to be $_____

5. I would most enjoy the following about this job: _____

_____

_____

6. How would the job meet my needs and aspirations?

_____

_____

_____

7. Would the job be satisfying to me? Why/why not?

_____

_____

_____

8. Would you take this job? Why/why not?

_____

_____

Applying for a Job
Unit 2

Assignment Sheet 1—Write a Resumé

Name _____ Overall Rating _____

Evaluation criteria	Rating
Freedom from errors	_____
Neatness	_____
Accuracy of information	_____

Directions: Write a resumé using accurate facts about yourself. Use the information below and the sample resumé included in this assignment sheet as guides. A good resumé should immediately give prospective employers a brief summary of your accomplishments, educational background, work experience, skills, and job objective. It is not necessary to use the exact wording and outline form used on the sample resumé, but it is necessary that your resumé be neat and balanced and contain all the information which might help you get a job. Keep a current copy of the resumé and use it to apply for jobs. The above criteria will be used to evaluate your performance.

1. Inspect several resumé formats and choose one that best fits your needs or use the example included in this assignment sheet as a guide.

2. Type your resumé on 8½ x 11 inch white paper. Try not to exceed two pages.

3. Keep resumé error free.

   Note: Many employers will not consider persons who have resumés that include misspelled words and typographical errors.

4. Use outline form.

5. Put your name prominently at the top in the upper left-hand corner. Beneath name, give full street address, city, state, zip code, telephone number with area code, and a number where messages can be accepted.

6. Under Personal Data include birthdate, height, weight, health, and marital status. Do not include religious and political affiliations.

7. Describe your job objective or career goal briefly.

8. Describe your educational background giving names of schools, dates of enrollment, and diploma or degrees received.

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Assignment Sheet 1

9. List related subjects studied. Include grade averages if favorable.

   Note: Official transcripts may be required by some employers.

10. List student activities and awards.

11. List hobbies and extracurricular activities if they are relevant.

12. List your past employment starting with your most recent job. Include name of firm, mailing address, job title, starting and ending dates of employment, name of immediate supervisor, and phone number.

13. List duties of your last job.

    Note: Concentrate on skills you have used. Let employer know what you can do. Remember, you have to prove your value to the business, especially if you have little experience.

14. List three persons as character references. Include complete mailing addresses and phone numbers.

    Note: Ask permission before you use anyone as a reference.

15. List one or more jobs or work references including people that you have actually worked for.

    Note: Avoid listing relatives as a reference unless you have actually worked for them on a salary basis.

16. Write "Confidential" at the top of the resumé if you don't want your current employer to know you are looking for other employment.

17. Proofread your resumé carefully and retype if necessary. Reproduce several copies on white bond paper.

    Note: Your resumé's physical appearance is VERY IMPORTANT. Avoid using ditto or carbon copies. Be sure to proofread the printer's work. Always bring extra copies to the interview. Leave one copy of your resumé with interviewer and use one as a reference when filling out the application form. You should also mail one resumé with your letter of application.

Assignment Sheet 1

Sample Resumé

Resumé
Mary Donahue

Address: 543 West Birch Avenue
YourTown, YourState 77704
(405) 555-9876

Personal Data:

Age: 18
Birthdate: March 17, 1973
Height: 5' 6"
Weight: 130 lbs.

Health: Excellent
Marital Status: Single
Social Security Number: 000-00-0000

Job Objective:

Cook

Ultimate Goal:

Food Service Manager

Education:

AnyTown High School, AnyTown, YourState 1990-91

Progress Vo-Tech, Progressville, YourState 1991
Certificate: Food Service, Four Semesters
Grade Average: 3.5 on a 4.0 scale

Related Subjects Studied:

High School:

Bookkeeping — 2 semesters
Communications — 1 semester
Junior Cooking — 1 semester
Senior Cooking — 1 semester

Vo-Tech School:

Quantity Food — 540 hours
Baking — 270 hours
Service — 135 hours
Nutrition — 30 hours
Management — 60 hours
Safety/Sanitation — 30 hours

Assignment Sheet 1

Student Activities:

President, Senior Class
President, VICA
Treasurer, Baptist Youth Fellowship Organization
Culinary Arts Contest, Second Place State, Fifth Place National

Work Experience:

Name: The Happy Cook
612 West Oak
YourTown, YourState 77704
(405) 555-7212

Job Title: Cook
Dates: June 1, 1989 to Present

Supervisor: Mr. Bill Bates

Duties:
Sauce preparation
Soup preparation
Stock preparation
Line cook
Opening duties
Closing duties
Purchasing

Name: John's Restaurant
714 East Maple Avenue
YourTown, YourState 77704
(405) 555-2000

Job Title: Cook's helper
Dates: Jan. 1, 1988 to May 15, 1989

Supervisor: Mr. John Farmer

Duties:
Meat preparation
Vegetable preparation
Beverage preparation
Inventory
Receiving

Character References:

1. Mr. Samuel Davis (918) 555-2552
   Vocational Foods Instructor
   Progress Vo-Tech
   Progressville, YourState 77703

2. Mr. John Hammer (918) 555-3333
   Friend and Neighbor
   772 East Adams Street
   YourTown, YourState 77703

3. Mrs. Jerri Smith (918) 555-1000
   Youth Director, Parkview Baptist Church
   711 Fellowship Circle
   AnyTown, YourState 77702

Applying for a Job
Unit 2

Assignment Sheet 2—Write a Letter of Application for a Food Service Job

Name _____ Overall Rating _____

Evaluation criteria	Rating
Acceptable form	_____
Neat and accurate presentation	_____
Proper information included	_____

Directions: Write an application letter to accompany the resumé you prepared in Assignment Sheet 1. Use the following information and the sample letter as a guide. This application letter is a sales technique to tell the employer how your abilities will be useful to the business. The letter should specify your qualifications while the resumé gives general background information. The above criteria will be used to evaluate your performance.

Note: If you cannot type, it is recommended that you locate someone to type your letters for you. Make sure you have a good typewriter available.

1. Use acceptable form and appearance.
   a. Type neatly and accurately.
   b. Write on only one side of the paper.
   c. Avoid smudges and typographical errors.
   d. Use 8½" x 11" white bond paper.

      Note: Do not use personal or fancy paper.
   e. Spell, capitalize, and punctuate correctly.
   f. Include employer's full name, title, and address.
   g. Include your full name and address with zip code on the letter.
   h. Retain a copy for your reference.

Assignment Sheet 2

2. Include proper information.

   a. Write to a specific person.

      Note: Find out the name of the personnel manager/employer you want to reach and the correct title. When in doubt, write to the top person who will refer your resumé to the right party. Use "To whom it may concern" if answering a blind ad.

   b. Avoid excessive use of the pronoun "I."

   c. Be brief; do not repeat information in the resumé.

      - State the position for which you are applying.
      - Avoid needless details.

   d. State reason for interest in job.

      Note: Employers look for people who look for future advancement opportunities rather than just a paycheck.

   e. Refer briefly to the main points in the attached resumé.

   f. Mention that persons listed on the resumé have given their permission to serve as references.

   g. Request interview at employer's convenience.

      - Tell where you can be reached.
      - Enclose self-addressed envelope and resumé.
      - Say you will phone next week.

3. Be original in your approach — Attract attention in opening paragraph.

   Example:

   Dear Ms. Owner:

   Mr. Co-worker informed me that you are in need of a qualified cook. I believe that my experience and training have taught me how to handle these duties efficiently and accurately.

Assignment Sheet 2

SAMPLE LETTER OF APPLICATION

543 West Birch Avenue
YourTown, YourState 77704
September 29, 1991

Mr. John Jones
Personnel Director
E & P Cafeteria
YourTown, YourState 77704

Dear Mr. Jones:

Please consider me for the cook position that you have advertised in the *Daily Chronicle*.

The skills I have learned in my food service courses should qualify me for this job. I have had experience in all of the basic skills required to be a cook, including food preparation and purchasing.

I would appreciate the opportunity to come and talk over this job opportunity at your convenience. I can be reached by telephone at 405-555-9876 after 5:30 or at the above address.

Sincerely yours,

Mary Donahue

Mary Donahue

Enclosure

Applying for a Job
Unit 2

Assignment Sheet 3—Complete an Employment Application Form for a Job in the Food Service Industry

Name _____ Overall Rating _____

Evaluation criteria	Rating
Followed directions	_____
Written or printed neatly and legibly	_____
Answered all questions	_____

Directions: Complete the following application form using the guidelines below. Use information corresponding to your letter of application. Use information about yourself from your resumé. The above criteria will be used to evaluate your performance.

Note: Although each business uses its own form, general rules of preparation apply to any form.

1. Be prepared.
   a. Take a good ink pen with you.
   b. Take copies of resumé.
2. Look over entire form before starting to write; do not hurry.
3. Follow directions.
4. Write or print clearly, neatly, and legibly.
5. Answer briefly.
6. Be honest.
7. Answer all questions.

   Note: If questions do not apply to you, write "Not Applicable" or "NA" in the space to show that you did not overlook the question.
8. Include complete information; use resumé.
9. Recheck application when finished.
10. Avoid cross-outs and obvious erasure marks.

Assignment Sheet 3

APPLICATION FOR EMPLOYMENT

PRINT IN INK OR TYPE

_____
(Date)

Personal Data:

Last Name _____ First _____ Middle _____

Address _____

City, State, Zip _____

Home Phone ( ) ___ — _____ Work Phone ( ) ___ — _____

If you have no phone, name of person and phone number where we may leave a message for you _____

_____

Social Security Number ___ — ___ — _____

Education Data:

SCHOOL	NAME & LOCATION OF SCHOOL	COURSE OF STUDY OR MAJOR/MINOR	NO. OF YEARS OR HOURS COMPLETED	DEGREE DIPLOMA, OR CERTIFICATE RECEIVED
High School				
Vocational-Technical School				
College/ University				
Other				

Employment Data: (Start with present or most recent employment)

1. Company _____ Telephone ( ) ___ — _____

   Address _____ Employed from _____ to _____

   Name of Supervisor _____ Part-time ☐ Full-time ☐

   Job Title and Type of Duties Performed _____ Reason for Leaving _____

   _____ _____

Assignment Sheet 3

2. Company _____ Telephone ( ) —
   Address _____ Employed from _____ to _____
   Name of Supervisor _____ Part-time ☐ Full-time ☐
   Job Title and Type of Duties Performed _____ Reason for Leaving _____

3. Company _____ Telephone ( ) —
   Address _____ Employed from _____ to _____
   Name of Supervisor _____ Part-time ☐ Full-time ☐
   Job Title and Type of Duties Performed _____ Reason for Leaving _____

May we contact the employers listed above in regard to your job performance?

Yes ☐ No ☐ Specify _____

References:

1. Name _____ Address _____ Phone _____
2. Name _____ Address _____ Phone _____
3. Name _____ Address _____ Phone _____

May we contact the references listed above in regard to your job performance?

Yes ☐ No ☐ Specify _____

Application:

Have you ever worked for us before? Yes ☐ No ☐ If yes, what position(s)?

_____

Type of position(s) desired

1. _____ 2. _____ 3. _____

Date available to begin work _____

Please describe below why you would be an asset to this company if you were hired. List experience, skills, and training that qualify you for the applied position. Be specific.

_____

_____

_____

_____

_____

_____

Equal Opportunity Employer

Applying for a Job
Unit 2

Assignment Sheet 4—Write a Follow-up Letter or Make a Follow-up Phone Call After Interviewing for a Food Service Job

Name _____ Overall Rating _____

Evaluation criteria	Rating
Typed or written legibly (letter)	_____
Free of errors (letter)	_____
Included necessary information	_____
Spoke politely (telephone)	_____

It is sometimes helpful to return to a business and check again on possible job openings. This is often done about a week after the first interview. This short casual visit accomplishes two things. It helps the interviewer remember you, and it shows that you have a sincere interest in working for that company.

However, it is not always possible to have this type of informal atmosphere when applying for a job. In which case, it is always proper to send a follow-up letter or make a follow-up telephone call.

Directions: Write a follow-up letter or role play a follow-up telephone call using the guidelines below and the sample follow-up letter in this assignment sheet as examples. The above criteria will be used to evaluate your performance.

1. Follow-up letter

   a. Type or write legibly.

   b. Make sure it is clean, neat, and attractively arranged on the page.

   c. Check to see that it is free from spelling, punctuation, and grammatical errors.

   d. Express appreciation for interviewer's time and interest.

   e. Give a brief summary of your qualifications and interest in the position.

   f. Include your name, address, and phone number (to make it easier for the employer to contact you).

   g. Be sure to sign your letter.

Assignment Sheet 4

2. Follow-up telephone call

   a. Be polite.

   b. Make sure you include the following information:

      - Your name
      - Date of your interview
      - Position for which you were interviewed

   c. Ask whether a decision has been made.

      Example: (Correct) "Hello, Mr. Jones. This is Mary Donahue. I interviewed with you on October 3rd for the position of cook. Have you made a decision on my application yet?"

      (Incorrect) "Hello, Mr. Jones. This is Mary Donahue. You told me you would let me know about the job, but I haven't heard anything from you. Why haven't you called me?"

   d. If someone has already been hired, thank the interviewer for considering you, and express continued interest in working for the company.

      Example: (Correct) "I am sorry I was not hired. Thank you for considering my application. I am still interested in working for the company and would appreciate you keeping my application on file."

      (Incorrect) "Oh well, that's my luck. Thanks anyway."

Assignment Sheet 4

SAMPLE FOLLOW-UP LETTER

543 West Birch Avenue
YourTown, YourState 77704
October 10, 1991

Mr. John Jones
Personnel Director
E & P Cafeteria
Box 19
YourTown, YourState 77704

Dear Mr. Jones:

Thank you for interviewing me for the job of cook with your establishment. I feel that working for the E & P Cafeteria would be enjoyable and that I could do the general cooking work that the job requires. Hopefully you will give me the opportunity to prove my worth.

The application form you gave me is enclosed.

I will be available for work October 21. You may call me at my home after 3:30 p.m. The number is 405-555-9876.

Sincerely,

Mary Donahue

Mary Donahue

Enclosure

Human Relations
Unit 3

Objective Sheet

Unit Objective

After completing this unit, the student should be able to recognize characteristics of a good personality and list expectations of an employer and employee. The student should demonstrate these competencies by completing the assignment sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to human relations with their correct definitions.
2. List reasons for studying personality.
3. Arrange in order the steps for improving one's personality.
4. Select characteristics of a good personality.
5. Select true statements concerning characteristics of a good fellow worker.
6. Match undesirable personality traits with their correct meanings.
7. Select reasons why people work.
8. List three basic ways people are different.
9. Select ways to get along with other people.
10. List expectations of an employer.
11. List expectations of an employee.
12. Select ways to get along with the public.
13. Answer questions concerning human relations with fellow workers. (Assignment Sheet 1)
14. Apply human relations skills in work-related situations. (Assignment Sheet 2)
15. Determine how behavior affects job performance. (Assignment Sheet 3)

Human Relations
Unit 3

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

5. Review instructions for evaluating student performance and make copies of unit evaluation form.

6. Provide students with unit of instruction.

7. Discuss assignment sheets. Review criteria for evaluation of these activities.

8. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

9. Make copies of the written test.

10. Give written test.

11. Compile assignment sheet ratings and written test scores on the unit evaluation form.

12. Reteach and retest as required.

Teaching Suggestions

1. Invite a guest speaker to discuss human relations in business.

2. Arrange for class to listen to short motivational speeches, then have students write a brief summary of key points addressed by speaker. Skill areas: **listening, writing, motivation, self-esteem**.

   Examples: Dale Carnegie, Zig Ziglar, Art Linkletter, Earl Nightingale

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Suggested Activities

3. Have students write case studies about difficult human relations situations they have encountered, then have them explain how they dealt with the situations. Skill areas: **writing, problem solving**.

4. Use the answers to Assignment Sheet 1 as a starting point for a class discussion of human relations in general. Skill area: **oral communication**.

5. Discuss Assignment Sheets 2 and 3 in class, steering the discussion toward constructive problem-solving in the work environment. Explain the importance of developing workplace skills in the areas of problem solving, self-esteem, interpersonal relations, negotiation, teamwork, organizational effectiveness, and leadership. Show how they relate to situations given and possible solutions to problems.

Resources Used in Developing This Unit

1. *Food Service Employee*. Texas Tech University: Home Economics Education, 1980.

2. *Job Application*. Columbia, MO: Instructional Materials Laboratory, University of Missouri.

3. Palan, Earl. *Food Production, Management, and Services: Introduction*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.

Suggested Supplemental Resource

National Restaurant Association
1200 Seventeenth Street, NW
Washington, DC 20036

Note: The NRA has a variety of film strips, films, charts, booklets, and posters on various areas of the food service industry which are available for purchase. Please write for specific information.

Human Relations
Unit 3

Answers to Assignment Sheet 1

1.	c	11.	c
2.	b	12.	c
3.	d	13.	d
4.	d	14.	a
5.	c	15.	b
6.	c	16.	b
7.	a	17.	d
8.	c	18.	c
9.	c	19.	c
10.	c		

Human Relations
Unit 3

Answers to Written Test

1. a. 3
   b. 4
   c. 1
   d. 2
   e. 6
   f. 7
   g. 5

2. a. To understand oneself
   b. To understand others
   c. To better live in one's society
   d. To improve one's personality

3. a. 3
   b. 1
   c. 5
   d. 2
   e. 4

4. a, c, d, f

5. a, d, e, f, h

6. a. 2
   b. 4
   c. 5
   d. 1
   e. 3

7. a, b, d

8. a. Backgrounds
   b. Attitudes
   c. Abilities

9. a, d, e, g

10. Any four of the following:

    a. Loyalty
    b. Proper use of ability and willingness to follow directions
    c. Cooperation
    d. Good working relationships
    e. Good working habits
    f. Honesty

Answers to Written Test

11. a. Wages or salary
    b. Recognition of accomplishment
    c. Job security
    d. Pleasant and safe working conditions

12. a, b, c, e, f

Human Relations
Unit 3

Written Test

Name _____ Score _____

1. Match the terms on the right with their correct definitions.

_____a.	A distinguishing quality or characteristic that contributes to personality	1. Exploit
_____b.	The sum of all specific traits that are consistently observable in an individual's behavior	2. Peer pressure
_____c.	To make unethical use of another person for one's own advantage	3. Trait
_____d.	The psychological need to be accepted by others in one's own age group or by others of one's own social or vocational status	4. Personality
_____e.	A study of human problems designed to develop better interpersonal relationships	5. Attitude
_____f.	The practice of talking about oneself too much; an exaggerated sense of self-importance	6. Human relations
_____g.	A feeling or emotion toward a person or thing	7. Egotism

2. List reasons for studying personality.

a. _____

b. _____

c. _____

d. _____

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3. Arrange in order the steps for improving your personality by placing the correct sequence numbers in the appropriate blanks.

   _____a. Analyze good and bad points trait by trait.

   _____b. Make a decision to improve.

   _____c. Work on the plan of action.

   _____d. Examine feelings of overall personality.

   _____e. Develop a plan of action and self discipline.

4. Select characteristics of a good personality by placing an "X" in the appropriate blanks.

   _____a. Cheerfulness; sense of humor

   _____b. Spitefulness

   _____c. Self-confidence

   _____d. Tactfulness

   _____e. Egotism

   _____f. Assertiveness

5. Select true statements concerning characteristics of a good fellow worker by placing an "X" in the appropriate blanks.

   A good fellow worker:

   _____a. carries out assigned responsibilities.

   _____b. criticizes and questions policy.

   _____c. puts forth only minimal effort.

   _____d. contributes new ideas.

   _____e. adheres to business rules and policies.

   _____f. respects authority.

   _____g. criticizes new ideas.

   _____h. exhibits an even temperament and good disposition.

6. Match the undesirable personality traits on the right with their correct meanings.

_____a. Exploiting others for personal gain

_____b. Dodging responsibility or blame by suggesting that persons in higher positions should make a decision or answer for a fault

_____c. Extending attention or service to one in a higher position with the hope of personal gain

_____d. Getting with the "in" crowd because of peer group pressure or for the sake of personal gain

_____e. Repeating rumors or distorted information about a person, a situation, or an ethnic group

1. Clique forming
2. Politicking
3. Gossiping
4. Passing the buck
5. Apple-polishing

7. Select reasons why people work by placing an "X" in the appropriate blanks.

_____a. Ability to support self and family

_____b. Goal achievement

_____c. Desire to pay taxes

_____d. Acceptance by peers

_____e. Decrease welfare rolls

8. List three basic ways people are different.

a. _____

b. _____

c. _____

9. Select ways to get along with other people by placing an "X" in the appropriate blanks.

_____a. Be cheerful

_____b. Complain often.

_____c. Talk about co-workers behind their backs.

_____d. Retain an open mind on debatable questions.

_____e. Be careful of others' feelings.

_____f. Voice your opinions often.

_____g. Show interest in others.

10. List four expectations of an employer.

a. _____

b. _____

c. _____

d. _____

11. List expectations of an employee.

a. _____

b. _____

c. _____

d. _____

12. Select ways to get along with the public by placing an "X" in the appropriate blanks.

_____a. Be helpful.

_____b. Be tolerant.

_____c. Be tactful.

_____d. Treat the public as they treat you, no matter what the situation.

_____e. Be sincere.

_____f. Be courteous.

***Permission to duplicate this test is granted.**

Human Relations
Unit 3

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Answer Questions Concerning Human Relations with Fellow Workers Rating _____

Comments: _____

_____

Assignment Sheet 2—Apply Human Relations Skills in Work-Related Situations Rating _____

Comments: _____

_____

Assignment Sheet 3—Determine How Behavior Affects Job Performance Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

*Permission to duplicate this form is granted.

Human Relations
Unit 3

Information Sheet

1. **Terms and definitions**

   a. **Attitude** — A feeling or emotion toward a person or thing

   b. **Egotism** — The practice of talking about oneself too much; an exaggerated sense of self-importance

   c. **Exploit** — To make unethical use of another person for one's own advantage

   d. **Human relations** — A study of human problems designed to develop better interpersonal relationships

   e. **Peer pressure** — The psychological need to be accepted by others in one's own age group or by others of one's own social or vocational status

   f. **Personality** — The sum of all specific traits that are consistently observable in an individual's behavior

   g. **Trait** — A distinguishing quality or characteristic that contributes to personality

2. **Reasons for studying personality**

   Note: Within every group there are leaders and followers. You must decide which you will be and learn how to work with others.

   a. To understand oneself

   b. To understand others

   c. To better live in one's society

   d. To improve one's personality

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Information Sheet

3. Steps for improving one's personality

Note: Personality is a very individual thing. It is what makes you you. Do not attempt to become someone else, rather choose a few points to improve the person you already are.

a. Make a decision to improve.

b. Examine feelings of overall personality.

Note: Determine how you view yourself and how you wish to be viewed by others.

c. Analyze good and bad points trait by trait.

d. Develop a plan of action and self discipline.

e. Work on the plan of action.

4. Characteristics of a good personality

a. Cheerfulness; sense of humor

b. Friendliness

c. Assertiveness

d. Self-confidence

e. Tactfulness

f. Tolerance

5. Characteristics of a good fellow worker

a. Adheres to business rules and policies

b. Respects authority

c. Carries out assigned responsibilities

d. Is willing to put forth more than minimal effort

e. Shows interest by being alert

f. Shows admiration and appreciation

Information Sheet

g. Makes good use of constructive criticism

h. Contributes new ideas

i. Is honest

j. Has even temperament and good disposition

k. Has good physical and mental health

6. Undesirable personality traits and their meanings

a. **Politicking** — Exploiting others for personal gain

b. **Passing the buck** — Dodging responsibility or blame by suggesting that persons in higher positions should make a decision or answer for a fault

c. **Apple-polishing** — Extending attention or service to one in a higher position with the hope of personal gain

d. **Clique forming** — Getting with the "in" crowd because of peer group pressure or for the sake of personal gain

e. **Gossiping** — Repeating rumors or distorted information about a person, a situation, or an ethnic group

7. Reasons why people work

a. Satisfaction

b. Ability to support self and family

c. Acceptance by peers

d. Power

e. Wealth

f. Goal achievement

8. Basic ways people are different

a. Backgrounds

b. Attitudes

c. Abilities

Note: Remember that no two people are alike; each person is an individual.

Information Sheet

9. Ways to get along with other people

a. Watch what you say; do not say everything you think.

Note: How you say something often counts far more than what you say.

b. Make promises sparingly and keep them faithfully, no matter what it costs.

c. Never let an opportunity pass to say a kind and encouraging thing to or about somebody.

Note: Praise good work done, regardless of who did it. If criticism is merited, criticize helpfully, never spitefully.

d. Show interest in others.

Note: Be interested in their pursuits, their welfare, their homes, and families. Let everyone you meet feel that you regard them as a person of importance.

e. Be cheerful.

Note: Keep the corners of your mouth turned up. Hide minor pains, worries, and disappointments under a pleasant smile. Laugh at good stories and learn to tell them.

f. Retain an open mind on debatable questions.

Note: Discuss but don't argue. It is an asset to be able to disagree and yet be friendly.

g. Let your virtues speak for themselves, and refuse to talk of another's vices.

Note: Discourage gossip, and make it a rule to say nothing of another unless it is something good.

h. Be careful of others' feelings.

Note: Wit and humor at another person's expense are rarely worth the effort, and may hurt when least expected.

i. Pay no attention to ill-natured remarks about you.

j. Don't be too anxious about getting praise.

Note: Do your work well, be patient, and you will be respected and rewarded.

Information Sheet

10. Expectations of an employer

a. Loyalty

b. Proper use of ability and willingness to follow directions

c. Cooperation

Note: Accept changes in your job and be willing to learn new ideas.

d. Good working relationships

Note: Be willing to get along with others.

e. Good working habits

Note: Report to work on time and be ready to work.

f. Honesty

11. Expectations of an employee

a. Wages or salary

b. Recognition of accomplishment

c. Job security

d. Pleasant and safe working conditions

12. Ways to get along with the public

a. Be courteous.

b. Be tactful.

c. Be sincere.

d. Be helpful.

e. Be tolerant.

f. Be cheerful.

Note: The food service worker's primary responsibility is pleasing the guest. Manner, dress, attitude, speech, and performance must make a positive contribution to the operation.

Human Relations
Unit 3

Assignment Sheet 1—Answer Questions Concerning Human Relations with Fellow Workers

Name _____ Overall Rating _____

Evaluation criteria	Rating
Correct answers	_____
Contribution to class discussion	_____

Directions: Choose the answer that is most correct for each of the following questions. Be prepared to discuss your answers in class. The above criteria will be used to evaluate your performance.

_____ 1. Many occupations deal primarily with machines, equipment, or paperwork; that is, they deal with things. In food service, however, with whom do most of the jobs involve close contact?

a. Employers
b. Supervisors
c. Other workers

_____ 2. As a group, how would you characterize people?

a. Mostly different
b. Mostly alike
c. It is difficult to say

_____ 3. How may the things which you enjoy be viewed by others?

a. Appeal to others
b. Do not appeal to others
c. Are distasteful to others
d. All of the above

_____ 4. Which of the following do most people have in common?

a. Right to work at a job of their choice
b. Desire to get ahead
c. Desire to be accepted and approved
d. All of these
e. None of these

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Assignment Sheet 1

_____ 5. What is the best way to achieve your goals in life?

a. Follow the wishes of your boss.
b. Do what your parents say.
c. Follow the Golden Rule.
d. Do just what you feel like doing.

_____ 6. Which answer best completes this sentence? Do the best you can for the important jobs and

a. don't worry about the little jobs.
b. let others do the little jobs.
c. also do the most routine jobs well.
d. everything else will take care of itself.

_____ 7. As well as doing the best work you can, which of the following will help you get ahead?

a. Learn as much as you can about your company.
b. See what you can get on your boss.
c. Keep up on the latest gossip.
d. Be seen and not heard.

_____ 8. Which of the following is **not** a desirable trait of an employee?

a. Sense of humor
b. Tact
c. Indifference
d. Initiative

_____ 9. Which of the following describes exploiting others toward one's own efforts?

a. Desirable
b. OK if you can get away with it
c. Undesirable
d. Not too bad

_____10. When you are criticized by your superior, which of the following actions would be best?

a. Act indifferent.
b. Tell him/her to do it himself/herself.
c. Take it constructively.
d. Quit.

Assignment Sheet 1

_____11. When should a worker demonstrate loyalty?

a. During working hours only
b. Working hours plus the time to and from work
c. All of the time
d. Just when one feels like it

_____12. To approach your job with enthusiasm, which of the following is necessary?

a. Fooling the boss
b. Impressing your co-workers
c. Being part of the team

_____13. What should you do when you have a question about your work?

a. Do the job the way you think it should be done.
b. Wait and ask it later.
c. Do not bother your boss with it.
d. Ask it when it needs to be asked.

_____14. What does it mean when you have joined a clique?

a. You have picked sides.
b. You have helped yourself.
c. You have joined the "in" group.
d. You have become a member of the team.

_____15. What is a good way to get along in your new job?

a. Be a know-it-all.
b. Be willing to learn.
c. Show your co-workers how smart you are.
d. Run to your boss with every question you have.

_____16. How can you show that your are not afraid of work?

a. Work as hard as you can.
b. Be willing to tackle any job assigned.
c. Work harder than any of your co-workers.

_____17. What is the proper way to address your co-workers?

a. Use first names as soon as possible.
b. Use nicknames to show you are really in.
c. Use their last name only.
d. Use proper names until you have been around awhile or are told differently.

Assignment Sheet 1

_____18. Which people can you learn the most from?

a. Only your bosses
b. Your best buddies
c. Those who show an interest in you
d. Those you eat lunch with

_____19. Which of the following best completes this sentence? The total morale of your business is

a. beyond your control.
b. a matter for the boss.
c. each employee's concern.
d. unimportant.

Human Relations
Unit 3

Assignment Sheet 2—Apply Human Relations Skills in Work-Related Situations

Name _____ Overall Rating _____

Evaluation criteria	Rating
All questions answered	_____
Logical reasons given	_____

Directions: Describe how you would react in the following situations. Give the reason you would behave in the manner you describe. The above criteria will be used to evaluate your performance.

1. A new employee is introduced to your department. The other employees do not like the individual but you do. After one week on the job, tricks are being played on this person. What would you do? Why?

_____

_____

_____

_____

_____

_____

Assignment Sheet 2

2. You think the last task you did on your job was the most perfect one you have ever done, but your boss corrects your mistakes in front of your fellow employees. What would you do? Why?

3. Your best friend at work is frequently absent which doubles your work load. What would you do? Why?

4. It is 5:00 p.m. and everyone is going home for the day. You see your supervisor place sugar packets in a coat pocket. What would you do?

Assignment Sheet 2

5. You must be absent from work. What would you do? Why?

6. You have negative thoughts about your employer. What would you do? Why?

7. You have no interest in your work. What would you do? Why?

Assignment Sheet 2

8. You do not get along with co-workers. What would you do? Why?

Human Relations
Unit 3

Assignment Sheet 3—Determine How Behavior Affects Job Performance

Name _____ Overall Rating _____

Evaluation criteria	Rating
Ability to discern positive and negative attitudes	_____
Logical reasoning demonstrated	_____

Directions: The following statements reflect either a positive or a negative attitude. For each statement, determine whether it is positive or negative, tell who might be affected by this attitude, and explain why. The above criteria will be used to evaluate your performance.

1. "I think I'll leave work five minutes early because I came in five minutes early. Nobody will ever know."

   ☐ Positive ☐ Negative: Who is affected? _____

   Why? _____

   _____

2. "No one is looking. They won't miss just one apple if I take it. Everyone else does it."

   ☐ Positive ☐ Negative: Who is affected? _____

   Why? _____

   _____

3. "Oh my gosh! I overslept! Guess I'll call the boss and see if I can work the late shift."

   ☐ Positive ☐ Negative: Who is affected? _____

   Why? _____

   _____

Assignment Sheet 3

4. "It's Friday and, wow, is it ever beautiful outside! I'll leave now and on Monday tell the boss I forgot to clock out. Nobody will ever miss me."

   ☐ Positive ☐ Negative: Who is affected? _____

   Why? _____

   _____

5. "I'm not paid to wash pots. I'm a cook, so wash your own pots!"

   ☐ Positive ☐ Negative: Who is affected? _____

   Why? _____

   _____

6. "The cook just told me off. Man, am I ever gonna get even. Wait till I tell the other employees."

   ☐ Positive ☐ Negative: Who is affected? _____

   Why? _____

   _____

7. "Mary said for me to do this task step by step until I learned the procedure. That will take forever. I'll do it my way. It'll be lots quicker."

   ☐ Positive ☐ Negative: Who is affected? _____

   Why? _____

   _____

8. "Nobody in the kitchen likes John. I guess I don't either. I don't know why, though."

   ☐ Positive ☐ Negative: Who is affected? _____

   Why? _____

   _____

Assignment Sheet 3

9. "They hired me as a cook. Now they want me to work in salads until Bob gets out of the hospital. I knew this was a messed up outfit."

☐ Positive ☐ Negative: Who is affected? _____

Why? _____

_____

10. "I would like to make a doctor's appointment for my annual physical. Would it be permissible for me to leave work for the appointment? If it's all right, which day would be best?"

☐ Positive ☐ Negative: Who is affected? _____

Why? _____

_____

11. "The boss is two years younger than me but seems to know a lot about the business. I feel funny being older and more experienced than my boss is."

☐ Positive ☐ Negative: Who is affected? _____

Why? _____

_____

Communication
Unit 4

Objective Sheet

Unit Objective

After completing this unit, the student should be able to introduce himself/herself, prepare and give and oral presentation. The student should demonstrate these competencies by completing the assignment sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to communication with their correct definitions.
2. List types of communication.
3. Select factors necessary for effective communication.
4. Complete statements concerning ways to achieve effective communication.
5. Complete statements concerning causes for failure in communication.
6. Select true statements concerning the proper way to introduce yourself.
7. Select true statements concerning ways to get more out of casual conversations.
8. Complete general rules for proper telephone use.
9. Prepare an oral presentation. (Assignment Sheet 1)
10. Make an oral presentation. (Assignment Sheet 2)

Communication
Unit 4

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparency from the transparency master included with this unit. This appears in the teacher guide only and is designed to be used with the following objective:

   TM 1—Feedback (Objective 3)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Make copies of the written test.

11. Give written test.

12. Compile assignment sheet ratings and written test scores on the unit evaluation form.

13. Reteach and retest as required.

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Suggested Activities

Teaching Suggestions

1. Make copies of Teacher Supplement 1 or use the activities as a basis for discussing Objective 2. Ask students to give more examples of commonly mispronounced words or phrases.

2. Provide students with a tape recorder so they may complete Student Supplement 1. Have students use the supplement prior to completing Assignment Sheets 1 and 2. Skill areas: **oral communication, self-esteem**.

3. Divide students into groups and have each group plan and present a short skit to the class on one of the following topics:

   - The effectiveness of body language as a type of communication
   - Ways to achieve effective communication
   - Proper ways to introduce yourself
   - Ways to get more out of casual conversations
   - General rules for proper telephone use

   Skill areas: **oral communication, creative thinking, teamwork**.

4. Request teletrainer from phone company for students to practice proper telephone use.

Resources Used in Developing This Unit

1. Buchanan, Robert D. "Communicating With Employees," *Food Service Marketing*. (September, 1975.)

2. Palan, Earl. *Food Production, Management, and Services: Introduction*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.

Communication
Unit 4

Answers to Written Test

1. a. 2
   b. 1
   c. 6
   d. 4
   e. 7
   f. 3
   g. 6

2. a. Oral
   b. Written
   c. Nonverbal

3. b, c, f, h, i

4. a. Participation
   b. Examples
   c. Language
   d. Respect
   e. Talk too much
   f. Clearly
   g. Attention
   h. Express themselves well

5. a. Interest
   b. Emotional
   c. Faking
   d. Content
   e. Contact

6. a, b, c, d

7. a, c, e, f, i, j

8. a. Promptly
   b. Ten
   c. Pleasant
   d. Speaking
   e. Often
   f. Distinctly
   g. Company policy
   h. Attract the other party's attention

Communication
Unit 4

Written Test

Name _____ Score _____

1. Match the terms on the right with their correct definitions.

_____a.	Putting oneself in another person's position; participating in another person's feelings or ideas	1. Communication
_____b.	Transfer of ideas, feelings, and attitudes by which meaning is conveyed from one person to another	2. Empathy
_____c.	Place where written notices and reminders may be seen easily	3. Memo
_____d.	Publications printed by various organizations to disseminate information about an industry	4. Trade association journals
_____e.	Informal communication system that exists in all organizations; may be helpful or harmful depending on how it is used	5. Bulletin board
_____f.	Written announcement sent to members of an organization	6. Feedback
_____g.	Information received in response to an action	7. Grapevine

2. List three types of communication.

a. _____

b. _____

c. _____

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3. Select factors necessary for effective communication by placing an "X" in the correct blanks.

   _____a. Impressing the listener

   _____b. Feedback

   _____c. Trust in the person sending the message

   _____d. Use of big words

   _____e. Saying only "yes" or "no" unless necessary to say more

   _____f. Listening

   _____g. Interrupting

   _____h. Proper timing

   _____i. Empathy

4. Complete the following list of statements concerning ways to achieve effective communication.

   a. Encourage questions and _____.

   b. Use _____ to illustrate main ideas.

   c. Use the kind of_____ the listener will understand.

   d. _____ the listener.

   e. Get to the point; do not _____.

   f. State _____ why orders are given or why certain standards or results are expected.

   g. Pay _____ to what is being said.

   h. Make allowances for those who may have something worthwhile to say but who lack the ability or experience to _____.

Written Test

5. Complete the following statements concerning causes for failure in communication.

   a. Lack of (understanding, interest) in what is being said

   b. (Romantic, Emotional) involvement

   c. (Faking, Demanding) attention

   d. Concentrating interest on the person rather than the (surroundings, content)

   e. Lack of eye (appeal, contact)

6. Select true statements concerning the proper way to introduce yourself by placing an "X" in the appropriate blanks.

   _____a. Introduce yourself promptly.

   _____b. Give both first and last name.

   _____c. State your name slowly and distinctly.

   _____d. Complete introduction by giving some information about yourself so new acquaintances may talk easily with you and remember you.

7. Select true statements concerning ways to get more out of casual conversations by placing an "X" in the appropriate blanks.

   _____a. Ask questions to discover the other person's interests.

   _____b. Talk about yourself a lot.

   _____c. Avoid controversial subjects such as religion or politics.

   _____d. Talk about your latest achievement.

   _____e. Do not monopolize the conversation.

   _____f. Be a good listener and people will think you are a great conversationalist.

   _____g. Discuss controversial subjects.

   _____h. Call all people by their first name.

   _____i. Say friendly phrases, such as "good morning," automatically.

   _____j. Follow single word answers like "yes" and "no" with the person's name and a simple statement to make the reply sound friendly.

8. Complete the following general rules for proper telephone use.

   a. Answer _____.

   b. When calling, allow the telephone to ring _____ times or for one minute before hanging up.

   c. Use a _____ voice.

   d. Do not say "_____" after your name.

   e. Use the individual's name _____.

   f. Speak _____ into the receiver.

   g. Do not ask who is calling unless it is _____.

   h. If a phone conversation has been interrupted, _____ before resuming the call.

***Permission to duplicate this test is granted.**

Communication
Unit 4

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Prepare an Oral Presentation Rating _____

Comments: _____

_____

Assignment Sheet 2—Make an Oral Presentation Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

*Permission to duplicate this form is granted.

Communication
Unit 4

Teacher Supplement 1—Worksheet on Word Pronunciation

1. Translate into writing the following words and phrases which simulate spoken language.

   a. Wuryagoin? _____

   b. Dya wanna go? _____

   c. Cher turn tucall, Margrut. _____

   d. Wy dincha stoppim? _____

   e. Watchagonnado next Winsdy? _____

   f. Ohuhdunno. _____

   g. Wenze cummin? _____

2. Read the following tongue twisters aloud. Be careful not to omit any necessary vowel or consonant sounds.

   a. Strict strong Stephen Stringer snared slickly six silly snakes.

   b. Tie the twine to three tree twigs.

   c. With which winsome witch were you whispering?

   d. A snifter of snuff is not enough snuff for the snuff sniffer to sniff.

   e. Slippery sleds slide swiftly down slick streets.

   f. Thomas Tattertoot took tough twine to tie ten twigs to two tall tree trunks.

   g. What whim led Whitney White to whittle, whisper, and whimper near the wharf where a whale might wheel and whirl?

3. Translate into writing the following words which simulate common speech errors.

   a. Dese _____

   b. Dose _____

   c. Wen _____

d. Brudder _____

e. Thoid _____

f. Warsh _____

g. Git _____

4. Read the following words aloud. Be careful not to omit any necessary vowel or consonant sounds.

a. Bringing

b. Picture

c. Candidate

d. Cavalry

e. Midst

f. Window

g. Creek

5. Rewrite the following sentences using correct English.

a. I wanna sell twenty desserts today.

_____

b. I'm gonna check to see if we can have that delivered.

_____

c. The salad maker coulda done that yesterday.

_____

d. Commere. I need your help.

_____

e. Will you gimme a hand?

_____

f. I dunno if we have any lettuce.

_____

g. Hooja say you want to see?

_____

h. Woncha come back again?

_____

***Permission to duplicate this form is granted.**

Communication
Unit 4

Answers to Teacher Supplement 1

1.
a. Where are you going?
b. Do you want to go?
c. It is your turn to call, Margaret.
d. Why didn't you stop him?
e. What are you going to do next Wednesday?
f. Oh, I don't know.
g. When is he coming?

3.
a. These
b. Those
c. When
d. Brother
e. Third
f. Wash
g. Get

5.
a. I want to sell twenty desserts today.
b. I am going to check to see if we can have that delivered.
c. The salad maker could have done that yesterday.
d. Come here. I need your help.
e. Will you give me a hand?
f. I don't know if we have any lettuce.
g. Who did you say you want to see?
h. Won't you come back again?

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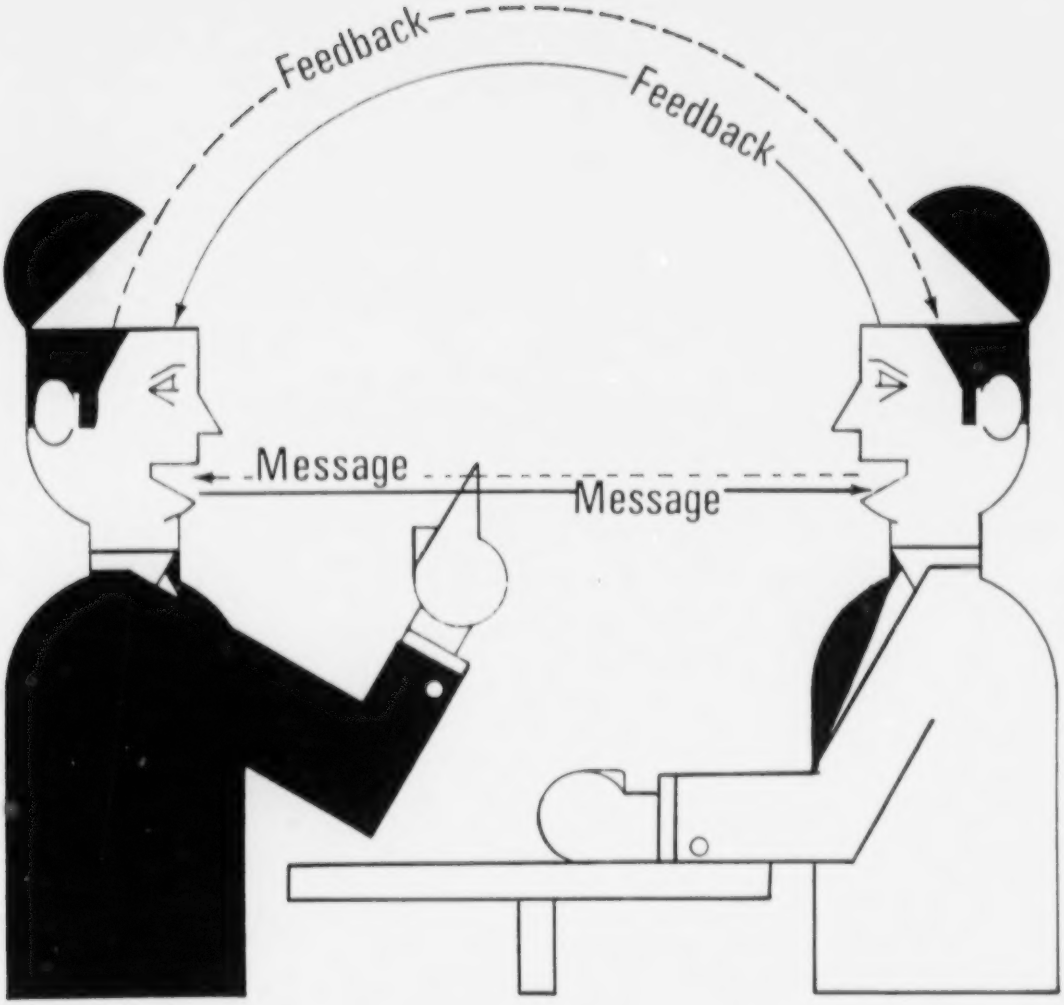
Feedback



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Communication
Unit 4

Information Sheet

1. **Terms and definitions**

   a. **Bulletin board** — Place where written notices and reminders may be seen easily

   b. **Communication** — Transfer of ideas, feelings, and attitudes by which meaning is conveyed from one person to another

   c. **Empathy** — Putting oneself in another person's position; participating in another person's feelings or ideas

   d. **Feedback** — Information received in response to an action

   e. **Grapevine** — Informal communication system that exists in all organizations; may be helpful or harmful depending on how it is used

   f. **Memo** — Written announcement sent to members of an organization

   g. **Trade association journals** — Publications printed by various organizations to disseminate information about an industry

2. **Types of communication**

   a. Oral

   b. Written

   c. Nonverbal

   Note: Body language is a common form of nonverbal communication in which a message is sent by an individual's physical movements.

3. **Factors necessary for effective communication**

   a. Feedback

   b. Trust in the person sending the message

   Note: Real communication cannot take place if the person receiving the message feels threatened by the message or does not have confidence in the sender.

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Information Sheet

c. Empathy

Note: Most people have a tendency to judge a message from their own viewpoints.

d. Listening

Note: Don't get so involved in thinking about your reply that you miss or confuse information; get the complete information first, and then quickly organize your thoughts and make your reply.

e. Proper timing

Note: Conversation cannot take place if the listener is interrupted, has his/her mind on other things, or if there is much interference in the background.

4. Ways to achieve effective communication

a. Encourage questions and participation.

b. Use examples to illustrate main ideas.

c. Use the kind of language the listener will understand.

Note: Simple words are usually best, but if you talk down to people, they will resent it; if you talk over people's heads, they may become uncomfortable and suspicious.

d. Respect the listener.

e. Get to the point; do not talk too much.

f. State clearly why orders are given or why certain standards or results are expected.

g. Pay attention to what is being said.

h. Make allowances for those who may have something worthwhile to say but who lack the ability or experience to express themselves well.

5. Causes for failure in communication

a. Lack of interest in what is being said

b. Emotional involvement

c. Not listening for facts

Information Sheet

d. Faking attention

e. Interrupting while others talk

f. Jumping to conclusions

g. Talking down to the other person

Note: Don't act as if you know everything or that your opinion is the only right one.

h. Concentrating interest on the person rather than the content

i. Lack of eye contact

6. Proper way to introduce yourself

a. Introduce yourself promptly.

b. Give both first and last name.

c. State name slowly and distinctly.

d. Complete introduction by giving some information about yourself so new acquaintances may talk easily with you and remember you.

Examples: "I'm Joe Smith, a student at Lincoln High School."
"I'm Jane Wilson from Valley Vo-Tech and I will be working as a dining room assistant this afternoon."

7. Ways to get more out of casual conversations

a. Ask questions to discover the other person's interests.

Example: Sports, family, job

b. Avoid controversial subjects such as religion or politics.

c. Avoid repeating annoying words and phrases.

Examples: "And, uh . . . " or "you know"

d. Do not monopolize the conversation.

Note: A rule of thumb is not to talk more than one minute without giving someone else an opportunity to participate.

e. Be a good listener and people will think you are a great conversationalist.

f. Do not call older people or supervisors by their first names unless they give permission.

g. Follow single word answers like "yes" and "no" with the person's name and a simple statement to make the reply sound friendly.

h. Use friendly phrases, such as "good morning," automatically.

Note: Such phrases, whether or not an answer is given, are appropriate in business.

i. Avoid using your hands too much while talking.

8. General rules for proper telephone use

Note: Remember when you are on a business telephone, you represent the entire business.

a. Answer promptly.

b. When calling, allow the telephone to ring ten times or for one minute before hanging up.

c. Use a pleasant voice.

- Visualize the person on the other end of the line.
- Smile while you talk.

Note: Smiling will cause your voice to sound familiar and less flat.

d. Identify yourself.

Example: "Warren's Cafeteria, Debbie Smith"

Note: Be cautious about giving personal information or confidential information about the business to strangers.

e. Do not say "speaking" after your name.

Note: What is said last will be what the other party hears best.

f. Use the individual's name often.

Information Sheet

g. Speak distinctly into the receiver.

Note: A telephone is made to pick up a normal pitch at about an inch from the mouth.

h. Do not ask who is calling unless it is company policy.

i. Ask "Will you hold or shall I call you back?" when you must leave to get information.

Note: If it becomes necessary to be away from the phone for long periods of time, check back with the caller frequently.

j. Press the hold button on the phone to cut out noisy distractions if you have to leave the phone unattended; lay the receiver flat if the telephone does not have a hold button.

Note: A telephone receiver will pick up sound for 10 to 12 feet.

k. If the phone conversation has been interrupted, attract the other party's attention before resuming the call.

Example: "Ms. Jones? Thank you for waiting."

Communication
Unit 4

Student Supplement 1—Analyze Voice Qualities

Directions: Make a tape recording of your voice. Then, listen to the tape and complete the rating which follows. On a separate piece of paper, prepare a list of ways in which you can improve your voice.

Rating Your Voice

When the answer to any of the following questions is "yes," write 4 in the score column. For "maybe" or "sometimes," score 2, and for "no," put down 0. The lower the numerical score, the fewer voice faults you have. A score of 0 to 10 is excellent; 10 to 20 is fair; and over 20 points indicates that more practice is needed.

	Answer			Score
	Yes	Maybe/Sometimes	No	
1. Do you speak too loudly or in a noisy manner?				
2. Do people frequently ask you to repeat a statement you have made?				
3. Do you speak in the same tone continually?				
4. Do you speak with the same volume continually?				
5. Do you speak in an artificial, unnatural, and affected voice?				
6. Is your voice high pitched and shrill?				
7. Do you frequently speak with lungs almost empty?				
8. Do you speak in long sentences which frequently lose their meaning?				
9. Do you hiss or puff too much when using certain letters? (P, B, T, C, S)				

Student Supplement 1

	Answer			Score
	Yes	Maybe/Sometimes	No	
10. Do you speak in mush tones as though you had something in your mouth?				
11. Do you use "uh" and "er-uh" frequently?				
12. Is your voice clouded and husky?				
13. Do you talk "through your nose?"				
14. Do you talk in a jerky manner?				
15. Do you talk in a whining and apologetic manner?				
16. Do you talk in a dominating, dictatorial tone?				
17. Do you often speak too fast or in a slow drawl?				
18. Do you mispronounce words frequently?				
19. Does your voice lose its force and expression at the end of sentences?				
20. Do you speak in a flat, dull, and colorless tone?				
21. Do you jumble up consonants, making your speech hard to understand?				
22. Do you use a "gushy" or "goody" voice when talking to friends?				
23. Do you choke off vowel sounds?				
24. Is your voice unpleasant when you laugh?				
25. Do you leave the "d," "t," and "ing" off the ends of words?				
26. Do you run words together?				

Communication
Unit 4

Assignment Sheet 1—Prepare an Oral Presentation

Name _____ Overall Rating _____

Evaluation criteria	Rating
Ability to gather information	_____
Logical ordering of notes	_____
Visual aids developed (if appropriate)	_____

Directions: Prepare a three-minute oral presentation on a topic of your choice or assigned by your instructor. At your instructor's discretion, the presentation may be a live speech before the class, a tape recorded or VCR presentation. The above criteria will be used to evaluate your performance.

Use the following steps for preparing your presentation:

1. Analyze the subject.

   Examples: What do I need to say? Who is my audience? How much can I cover in 3 minutes?

2. Gather information.

   Examples: Interviews, research, surveys

3. Record key information. 3″ X 5″ index cards may be used.

4. Arrange material in logical order.

5. Develop visual aids as needed to enhance your presentation (if it is an audiovisual presentation.)

   Note: Visual aids are an excellent way to create audience interest. They need to be large enough to be seen by the audience.

6. Practice your delivery.

   a. Practice the presentation in front of a mirror.

   b. Give the presentation in front of another person.

   c. Use tape or video recorder for evaluating your presentation.

   d. Time your presentation. Remember, it should be no longer than 3 minutes.

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Communication
Unit 4

Assignment Sheet 2—Make an Oral Presentation

Name _____ Overall Rating _____

Evaluation criteria	Rating
Knowledge of subject matter	_____
Voice quality	_____
Overall impression	_____

Directions: Use your notes from Assignment Sheet 1 to make your presentation. Be sure not to exceed three minutes. The above criteria will be used to evaluate your performance.

The following points may help you in making your presentation:

Control Your Presentation

Set your pace to match the difficulty of the material. Plan your time. Don't rush yourself. Rushing makes you seem nervous.

Make Your Presentation Effective

Show enthusiasm. Use variety in your presentation. Make your speaking personal. Maintain eye contact and use natural gestures for audiovisual presentations.

Use Your Voice Wisely

Speak clearly and loudly enough so that all may hear. Speak slowly enough for meanings to be understood. It is better to cover less and cover it well. A little variation in your voice will avoid monotony. Talk to the audience, not to the window, the chalkboard, or the floor.

Now, just relax!

Sanitation
Unit 5

Objective Sheet

Unit Objective

After completing this unit, the student should be able to follow proper sanitation methods for prevention of food contamination and illnesses. The student should demonstrate these competencies by completing the assignment sheets and job sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to sanitation with their correct definitions.
2. List regulatory agencies that deal with sanitation.
3. List areas of food service inspection.
4. Select true statements concerning food infection, food poisoning, and chemical food poisoning.
5. Match food-borne illnesses with their causes.
6. Complete statements concerning growth and prevention of disease-causing bacteria.
7. Match types of common kitchen pests with where they are found.
8. Select true statements concerning methods of pest control.
9. List types of pest control products.
10. Select personal habits the food service worker should observe.
11. List appearance requirements for the food service worker.
12. List personal habits the food service worker should avoid.
13. List common potentially hazardous foods.
14. Complete statements concerning standards for safeguarding food.

Objective Sheet

15. Select true statements concerning ware washing.
16. List items on the sanitation facility checklist.
17. Distinguish between reasons for in-house sanitation in public and nonpublic areas.
18. Select storage and usage practices for housekeeping supplies.
19. Solve problems concerning food-borne illnesses. (Assignment Sheet 1)
20. Record observations of food handling and storage. (Assignment Sheet 2)
21. Observe and record sanitation practices. (Assignment Sheet 3)
22. Wash hands. (Job Sheet 1)
23. Wet mop a floor. (Job Sheet 2)
24. Wash pots and pans. (Job Sheet 3)

Sanitation
Unit 5

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparency from the transparency master included with this unit. This appears in the teacher guide only and is designed to be used with the following objective:

   TM 1—Temperatures for Safe Food Handling and Storage (Objective 6)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheets and job sheets, and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Make copies of the written test.

11. Give written test.

12. Compile assignment sheet ratings, job sheet ratings, and written test scores on the unit evaluation form.

13. Reteach and retest as required.

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Suggested Activities

Teaching Suggestions

1. Invite a local sanitarian to speak to class on health codes and guidelines. Have students take notes and write a brief summary of main points. Skill areas: **listening, writing**.

2. Invite a local pest control person to class to discuss the various methods of pest control.

3. Arrange a field trip to a local restaurant so students can observe food handling and sanitation procedures. Have students record their observations on Assignment Sheets 2 and 3, then discuss observations in class. Skill areas: **oral communication, problem solving**.

4. Discuss the importance of sanitation in reducing the spread of disease. **Check school policy before teaching AIDS-related materials**.

5. Have students research a selected food-borne illness listed in Objective 5 and Student Supplement 1 and discuss their findings in class. This activity may also be completed as a group assignment. Research should include effects on humans, impact on food establishments, and ways to prevent illnesses. Skill areas: **science, writing, problem solving**.

6. Using Student Supplement 2, have students rate their grooming and wardrobe habits. Skill area: **self-esteem**.

Resources Used in Developing This Unit

1. Haines, Robert G. *Food Preparation.* Chicago, IL: American Technical Society, 1987.

2. Longree, Karla, and Armbruster, Gertrude. *Quantity Food Sanitation.* New York: John Wiley and Sons, 1987.

3. Palan, Earl. *Food Production, Management, and Services: Introduction.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.

4. U.S. Department of Health, Education, and Welfare. *Food Service Sanitation Manual.* Washington, DC: U.S. Government Printing Office, 1979.

Suggested Supplemental Resources

1. *Back-of-the-House Training.* A three-part video training series that follows the flow of food from the loading dock to the table, focusing on points where bacteria could be introduced.

Suggested Activities

2. *Critical Temperatures for Food Service.* This chart gives optimum temperatures in Fahrenheit and Centigrade for food preparation and storage.

3. *Foodborne Illnesses.* This pamphlet that can be used as a wall chart describes the 20 primary foodborne illnesses.

4. *Sanitation Operations Manual.* A detailed 390-page program outlining the operation of a top-notch sanitation program in a food service operation.

   1 through 4 are available from:

   National Restaurant Association
   1200 Seventeenth Street, NW
   Washington, DC 20036

5. *Safe Food to Go: A Guide to Packing Lunches, Picnicking, and Camping Out.* This booklet discusses the need for safe food handling and contains a chart of common bacterial poisoning including the spread, symptoms, and prevention.

   Available from:

   Food Safety and Inspection Service Publication Office
   Room 1165-S
   United States Department of Agriculture
   Washington, DC 20250

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Suggested Activities

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Sanitation
Unit 5

Answers to Written Test

1.

a.	2	j.	13	s.	20
b.	9	k.	8	t.	21
c.	12	l.	7	u.	25
d.	11	m.	10	v.	14
e.	1	n.	26	w.	17
f.	6	o.	18	x.	22
g.	3	p.	15	y.	19
h.	4	q.	24	z.	16
i.	5	r.	23	aa.	27

2. Any three of the following:

   a. Food and Drug Administration
   b. U.S. Department of Agriculture
   c. U.S. Center for Disease Control
   d. Environmental Protection Agency
   e. State and local agencies

3. Any five of the following:

   a. Food care
   b. Personnel
   c. Equipment and utensils
   d. Cleaning, sanitizing, and storage of equipment and utensils
   e. Sanitary facilities and controls
   f. Construction and maintenance of physical facilities
   g. Compliance procedures

4. a, b, c

5. a. 4
   b. 1
   c. 3
   d. 2

6. a. 140°F
   b. Minimum
   c. 165°F
   d. Prevent

Answers to Written Test

7. There may be more than one correct answer.

   a. 2 or 1
   b. 4 or 3
   c. 3
   d. 1 or 2
   e. 5
   f. 4
   g. 5 or 2

8. a, b, c, d, e, h, i

9. a. Sprays
   b. Dusts and powders
   c. Repellents
   d. Baits
   e. Traps
   f. Poisons

10. a, d, e, g

11. a. Clean clothes
    b. Hair restraint
    c. Hair off collar
    d. Moderate jewelry only
    e. Clean shoes

12. Any six of the following:

    a. Sneezing and coughing
    b. Scratching head
    c. Picking nose
    d. Wiping mouth with fingers
    e. Smoking in nondesignated areas
    f. Fixing hair with hands
    g. Biting fingernails
    h. Eating in nondesignated areas
    i. Nibbling on duty

13. Any four of the following:

    a. Milk and milk products
    b. Eggs
    c. Meat
    d. Poultry
    e. Fish
    f. Shellfish

Answers to Written Test

14.
a. Approved sources
b. Spoilage
c. Clean
d. Use
e. Toxic Agents
f. Discard
g. Safe temperatures
h. Internal
i. Shallow containers
j. Running water

15. a, d, e

16. Any eight of the following:

a. Hoods and filters
b. Elevator
c. Light fixtures
d. Sinks
e. Drains
f. Toilet rooms
g. Trash receptacles
h. Floor
i. Walls
j. Ceiling
k. Windows
l. Screens
m. Doors
n. Ventilating system
o. Storage area
p. Overhead utility pipes
q. Shelves
r. Food contact equipment

17.
a. B
b. F & B
c. F
d. F & B
e. B

18. c, d, f

Sanitation
Unit 5

Written Test

Name _____ Score _____

1. Match the terms on the right with their correct definitions.

_____a.	The transfer of harmful micro-organisms from one food to another by means of a non-food surface	1. Contagious
_____b.	Capable of being transmitted, directly or indirectly, from one human being to another	2. Cross-contamination
_____c.	"First in, first out"; a stock-rotation rule for the storage of food	3. Fahrenheit
_____d.	Free of visible soil	4. Contamination
_____e.	Capable of being transmitted by contact	5. Food poisoning
_____f.	Metric temperature scale related to Fahrenheit scale by the formula: $5 \div 9$ (°Fahrenheit $-32°$) = °Celsius	6. Celsius
_____g.	A temperature scale related to Celsius by the formula: $9 \div 5$ (°Celsius $+ 32°$) = °Fahrenheit	7. Food-borne illness
_____h.	The presence of harmful substances or organisms, especially in food	8. Cleaning
_____i.	A general term for intoxication or infection caused by consumption of contaminated food	9. Communicable
_____j.	Microscopic organisms that exist everywhere in our surroundings and that can, under the right conditions, multiply rapidly and cause food to spoil	10. Danger zone
_____k.	The physical removal of soil from a surface	11. Clean
		12. FIFO
		13. Bacteria
		14. Micro-organisms
		15. Infection
		16. Sanitary
		17. Organism
		18. Spoilage
		19. Outbreak

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Written Test

_____l. Disease or injury occurring as a result of consumption of contaminated food

_____m. The temperature range between 45 and 140°F (7.2 to 60°C) within which most bacteria experience their best growth and reproduction

_____n. A process that kills disease-causing bacteria in food

_____o. Damage to the edible quality of food through improper handling, contamination, or deterioration due to aging

_____p. Disease caused by invasion of living organisms, which multiply within the body

_____q. Any food that consists in whole or in part of milk or milk products, eggs, meat, poultry, fish, shellfish, edible crustacea, or other ingredients, in a form capable of supporting rapid growth of micro-organisms

_____r. Practices necessary for establishing and maintaining good health

_____s. A poison produced by a living organism

_____t. Disease caused by consumption of poisons, which may be chemical, naturally occurring in food, or produced by micro-organisms

_____u. The creation and maintenance of conditions favorable to good health

_____v. Forms of life that can be seen only with the aid of a microscope, including bacteria, viruses, yeasts, algae, and single-celled organisms

20. Toxin
21. Intoxication
22. Vermin
23. Hygiene
24. Potentially hazardous food
25. Sanitation
26. Pasteurization
27. Sanitizing solution

_____w. An individual living thing

_____x. Animals obnoxious to humans; especially small, numerous, hard-to-control animals such as rats, mice, and various insects

_____y. The development of food-borne illness by two or more people who have eaten a common food that is shown by laboratory analysis to be the source of the illness

_____z. Free of disease-causing organisms and other harmful substances

_____aa. Cleaning compound which reduces bacterial count to safe level

2. List three regulatory agencies that deal with sanitation.

   a. _____

   b. _____

   c. _____

3. List five areas of food service inspection.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

4. Select true statements concerning food infection, food poisoning, and chemical food poisoning by placing an "X" in the appropriate blanks.

   _____a. Food poisoning is caused by toxin and is released into the food by bacteria.

   _____b. Food infection is caused by bacteria and occurs as an infection.

   _____c. Chemical food poisoning is caused by chemicals.

Written Test

5. Match food-borne illnesses with their causes.

_____a.	Caused by toxin from bacteria in underprocessed, home-canned, non-acid food	1. Staph infection
_____b.	Caused by bacteria from the human nose, throat, or infected lesions	2. Salmonellosis
_____c.	Caused by bacteria and spread by contact with soiled cutting boards and other equipment or reheated foods	3. Perfringens
_____d.	Caused by foods contaminated with bacteria from the intestinal tracts of humans or other animals	4. Botulism

6. Complete the following statements concerning the growth and prevention of disease-causing bacteria.

   a. Bacteria require warmth with temperature range of between 45°F and (106°F, 140°F).

   b. Bacteria require a (minimum, maximum) amount of moisture to grow.

   c. Bacteria die at a temperature in excess of (165°F, 100°F).

   d. Bacteria can grow in all foods; however, there are methods which can be used to (kill, prevent) bacterial growth in some foods.

7. Match the types of common kitchen pests on the right with where they are found.

   Note: There may be more than one correct answer.

_____a.	Rotting fruit and vegetables	1. Rodents
_____b.	Pipes and drains	2. Flies
_____c.	Grease barrel	3. Mosquitoes
_____d.	Decaying food	4. Cockroaches
_____e.	Sweet food or juice	5. Ants
_____f.	Dark areas	
_____g.	Meat	

8. Select true statements concerning methods of pest control by placing an "X" in the appropriate blanks.

   _____a. Keep doors closed and screened.

   _____b. Keep windows closed and screened.

   _____c. Report structure maintenance problems to supervisor.

   _____d. Clean counter tops regularly.

   _____e. Clean drains daily.

   _____f. Keep garbage containers open.

   _____g. Remove spoiled fruit and vegetables from garbage can and keep in kitchen.

   _____h. Discard all spoiled food.

   _____i. Remove standing water.

9. List five types of pest control products.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

10. Select personal habits the food service worker should observe by placing an "X" in the appropriate blanks.

    _____a. Wash hands after eating.

    _____b. Wash hands before visit to restroom.

    _____c. Continue to work with cold if not coughing.

    _____d. Smoke in designated areas.

    _____e. Report all skin infections to supervisor.

_____f. Blow nose anytime necessary.

_____g. Report all body infections to supervisor.

11. List appearance requirements for the food service worker.

    a. _____

    b. _____

    c. _____

    d. _____

    e. _____

12. List six personal habits the food service worker should **avoid**.

    a. _____

    b. _____

    c. _____

    d. _____

    e. _____

    f. _____

13. List four common potentially hazardous foods.

    a. _____

    b. _____

    c. _____

    d. _____

14. Complete the following statements concerning standards for safeguarding food.

    a. Use wholesome food from _____.

    b. Protect food from _____ during preparation, service, and storage.

c. Use _____ equipment.

d. _____ refrigeration.

e. Store and use _____ and poisons away from food.

f. _____ questionable food.

g. Maintain all potentially hazardous food at _____ except during necessary preparation and service.

h. Cook foods to recommended _____ temperature.

i. Batch cook and serve cooked foods immediately or store in _____ in refrigerator.

j. Wash all raw fruits and vegetables in _____ before using.

15. Select true statements concerning ware washing by placing an "X" in the appropriate blanks.

_____a. The general procedure for ware washing includes soaking, washing, rinsing, sanitizing, air-drying, and storing in proper place.

_____b. Equipment to be washed includes hand tools, china, and crystal.

_____c. Keep supplies uncovered and labeled.

_____d. Use cleaning supplies according to directions.

_____e. The purpose of sanitizing solutions is to sanitize clean surfaces.

16. List eight items on the sanitation facility checklist.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

17. Distinguish between reasons for in-house sanitation in public and nonpublic areas by placing and "F" for front of house and "B" for back of house in the appropriate blanks.

Note: Some answers may use both "F" and "B".

_____a. To eliminate unsanitary conditions

_____b. To provide for safety of guests

_____c. To attract guests

_____d. To provide for better working conditions for employees

_____e. To eliminate kitchen pests

18. Select storage and usage practices for housekeeping supplies by placing an "X" in the appropriate blanks.

_____a. Store housekeeping supplies next to food for emergency spills.

_____b. Leave floor brushes in water overnight to soak out dirt.

_____c. Rinse buckets, pails, and wringers after each use.

_____d. Wring out mops after each use.

_____e. Use floor brush on wet surfaces only.

_____f. Replace mop heads as often as necessary.

*Permission to duplicate this test is granted.

Sanitation
Unit 5

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Solve Problems Concerning Food-Borne Illnesses Rating _____

Comments: _____

_____

Assignment Sheet 2—Record Observations of Food Handling and Storage Rating _____

Comments: _____

_____

Assignment Sheet 3—Observe and Record Sanitation Practices Rating _____

Comments: _____

_____

Job Sheet 1—Wash Hands Rating _____

Comments: _____

_____

Job Sheet 2—Wet Mop a Floor Rating _____

Comments: _____

_____

Job Sheet 3—Wash Pots and Pans Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

*Permission to duplicate this form is granted.

Sanitation
Unit 5

Teacher Supplement 1—Understanding AIDS

An Overview of the Disease

Slightly less than a decade ago, few people had heard of the disease now called AIDS (Acquired Immune Deficiency Syndrome). Today, there is hardly anyone who hasn't heard of it. Knowing about the disease and understanding the disease, however, are two different things. Misinformation creates fear and hysteria. Understanding what AIDS is, how it is transmitted, and who is at risk can alleviate fears and misconceptions and can actually help us all win the war against AIDS.

What is AIDS?

AIDS is a disease caused by the Human Immunodeficiency Virus (HIV). HIV cripples the immune system leaving the person defenseless against numerous infections and certain cancers. In addition to the skin tumor, Kaposi's sarcoma, and the lung infection, Pneumocystis carinii pneumonia, other previously rare infections are counted among the diseases that constitute a diagnosis of AIDS.

AIDS Related Conditions

Some symptoms appear early in the course of AIDS and don't fit the official definition. Persistent, sometimes painful, swelling of lymph nodes; oral yeast infection; leukoplakia (white patches in the mouth or on the tongue); shingles; and extreme fatigue are some symptoms of AIDS Related Conditions (ARC). Many people with ARC develop AIDS within a few years.

What is HIV Positive?

Some persons who have been exposed to HIV produce antibodies to the virus, but show no signs of ARC or AIDS. These persons are called "HIV positive." It is likely that many HIV positive persons will develop ARC or AIDS in the future. Fortunately, experimental drugs are being tested at this stage with the hope that damage to the immune system can be averted.

Treatment

Most treatments for AIDS focus on controlling the infections and tumors that result from immune deficiency. At present, there is no "cure" for AIDS itself. Attempts are under way to develop a vaccine that would protect those not yet exposed to the AIDS virus (or, possibly, to boost the natural resistance of persons already infected). However, many more years of testing will be needed before a vaccine can be shown to be both safe and effective.

Who is at Risk?

HIV is transmitted almost exclusively through unprotected sexual intercourse, the sharing of IV needles, and through childbirth (when the mother is infected with the virus). Persons who have had mutually monogamous relationships since 1978 (and continue to do so) or whose partners have not received blood or blood products between 1978-84 have little to fear. If you have multiple partners, or do not fit into the above groups, using condoms with a nonoxynol spermicide may offer protection against HIV.

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Teacher Supplement 2—AIDS in the Workplace

The federal government recently adopted guidelines to ensure that employees with AIDS (Acquired Immune Deficiency Syndrome) cannot be discriminated against in the workplace. These rules ensure the rights of persons with AIDS to continue working until or unless their physical health prevents them from doing so. While these guidelines presently apply to federal government employees only, their impact is being felt at worksites nationwide.

Dispelling The Myths

The federal government is to be applauded for taking measures that help dispel the myths and misconceptions surrounding the transmission of the AIDS virus. Their guidelines underscore the fact that AIDS *cannot* be transmitted by casual contact, and that the overwhelming majority of workers are at *no risk* whatsoever of contracting AIDS at the worksite. Yet, misunderstanding and half-truths still abound about AIDS. The following facts about AIDS can help you understand how the disease is transmitted, and can help dispel the fears and misconceptions that many persons still have about AIDS.

AIDS—The Facts

- Persons with AIDS have severely damaged immune systems. Their bodies cannot fight off life-threatening infections like a healthy person's could.

- The AIDS virus is transmitted by an exchange of body fluids (semen or blood) primarily through unprotected sexual intercourse, sharing of IV needles, or childbirth (when the mother is infected with the AIDS virus.)

- Unlike chickenpox and other viruses that are "airborne," the AIDS virus quickly "dies" when outside the human body. In other words, you *cannot* catch the virus from drinking glasses, toilet seats, or other surfaces.

- You cannot contract AIDS from donating blood. (Remember, you are not exchanging blood, you are *giving* your blood. Plus, all needles used for blood donations are sterile and disposable, and are *never* re-used.)

You cannot contract the AIDS virus from donating blood.

The AIDS virus cannot be contracted by hugging or other casual contact.

- AIDS has never been transmitted through human or insect bites.

- AIDS cannot be contracted by hugging, touching, or other forms of casual contact.

How It Affects You

The AIDS epidemic affects all of us. It is our nation's number one health concern. Panic and misunderstanding will only make the epidemic worse. Education and understanding will help stop its spread. As the number of persons infected with the AIDS virus continues to grow, it becomes more and more likely that each of us will come in contact with an AIDS sufferer—in our personal, work, or social environments. The most important thing that each of us can do is to educate ourselves about AIDS—to learn the truth and dispel the myths.

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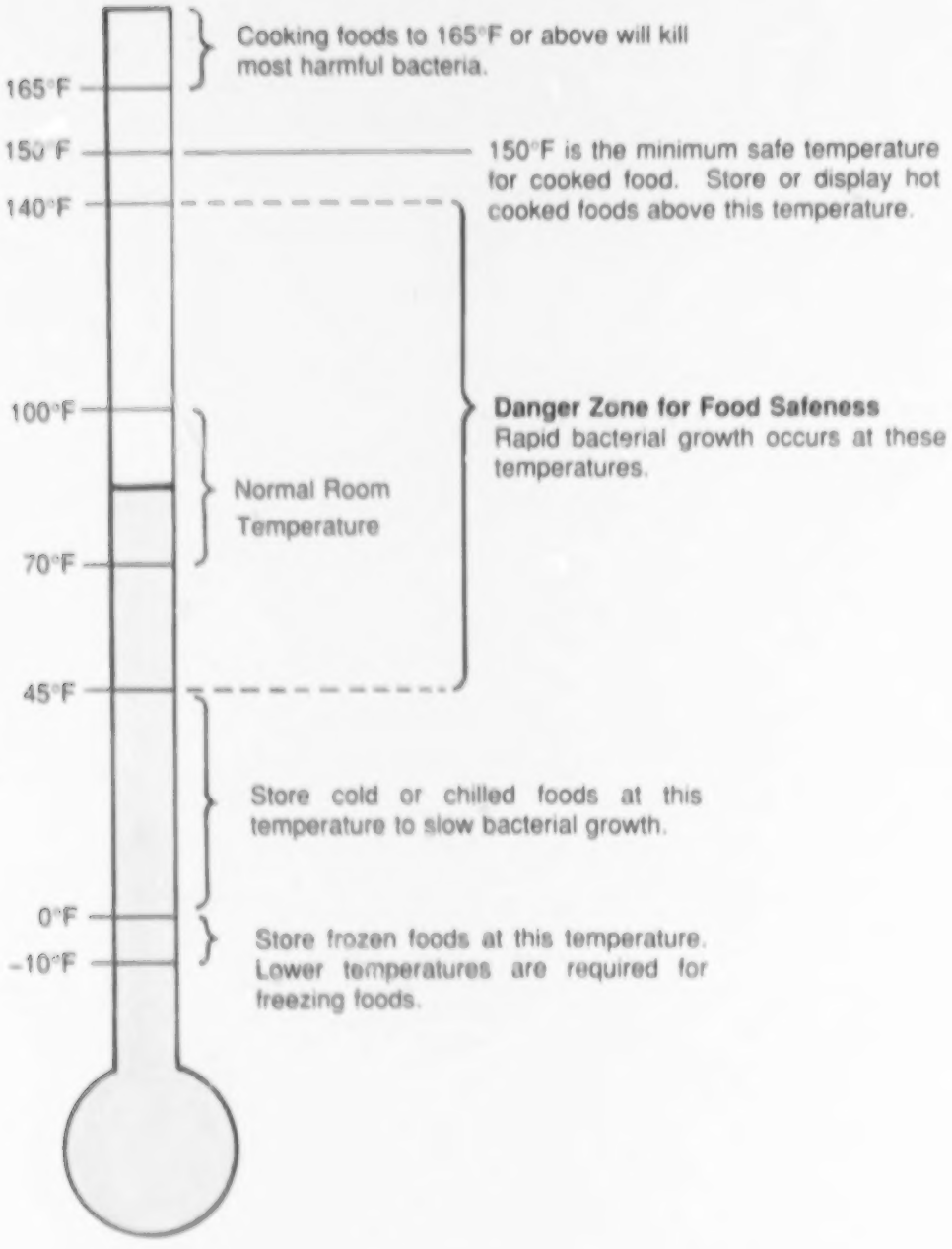
Temperatures for Safe Food Handling and Storage


Cooking foods to 165°F or above will kill most harmful bacteria.
165°F
150°F
150°F is the minimum safe temperature for cooked food. Store or display hot cooked foods above this temperature.
140°F
Danger Zone for Food Safeness
Rapid bacterial growth occurs at these temperatures.
100°F
Normal Room Temperature
70°F
45°F
Store cold or chilled foods at this temperature to slow bacterial growth.
0°F
Store frozen foods at this temperature. Lower temperatures are required for freezing foods.
-10°F

Sanitation
Unit 5

Information Sheet

1. Terms and definitions

a. **Bacteria** — Microscopic organisms that exist everywhere in our surroundings and that can, under the right conditions, multiply rapidly and cause food to spoil

b. **Celsius** — Metric temperature scale related to Fahrenheit scale by the formula: 5 ÷ 9 (°Fahrenheit −32°) = °Celsius

c. **Clean** — Free of visible soil

d. **Cleaning** — The physical removal of soil from a surface

e. **Communicable** — Capable of being transmitted, directly or indirectly, from one human being to another

f. **Contagious** — Capable of being transmitted by contact

g. **Contamination** — The presence of harmful substances or organisms, especially in food

h. **Cross-contamination** — The transfer of harmful micro-organisms from one food to another by means of a non-food surface

Examples: Human hands, utensils, cutting boards

i. **Danger zone** — The temperature range between 45 and 140°F (7.2 to 60°C) within which most bacteria experience their best growth and reproduction

j. **Fahrenheit** — A temperature scale related to Celsius by the formula: 9 ÷ 5 (°Celsius + 32°) = °Fahrenheit

k. **FIFO** — "First in, first out;" a stock-rotation rule for the storage of food

l. **Food-borne illness** — Disease or injury occurring as a result of consumption of contaminated food

m. **Food poisoning** — A general term for intoxication or infection caused by consumption of contaminated food

n. **Hygiene** — Practices necessary for establishing and maintaining good health

BEST COPY AVAILABLE

Information Sheet

o. **Infection** — Disease caused by invasion of living organisms, which multiply within the body

p. **Intoxication** — Disease caused by consumption of poisons, which may be chemical, naturally occurring in food, or produced by micro-organisms

q. **Micro-organisms** — Forms of life that can be seen only with the aid of a microscope, including bacteria, viruses, yeasts, algae, and single-celled organisms

r. **Organism** — An individual living thing

s. **Outbreak** — The development of food-borne illness by two or more people who have eaten a common food that is shown by laboratory analysis to be the source of the illness

t. **Pasteurization** — A process that kills disease-causing bacteria in food

Note: Pasteurization only partially sterilizes food and may be achieved by either heat or radiation

u. **Potentially hazardous food** — Any food that consists in whole or in part of milk or milk products, eggs, meat, poultry, fish, shellfish, edible crustacea, or other ingredients, in a form capable of supporting rapid growth of micro-organisms

v. **Sanitary** — Free of disease-causing organisms and other harmful substances

w. **Sanitation** — The creation and maintenance of conditions favorable to good health

x. **Sanitizing solution** — Cleaning compound which reduces bacterial count to safe level

y. **Spoilage** — Damage to the edible quality of food through improper handling, contamination, or deterioration due to aging

z. **Toxin** — A poison produced by a living organism

aa. **Vermin** — Animals obnoxious to humans; especially small, numerous, hard-to-control animals such as rats, mice, and various insects

2. **Regulatory agencies that deal with sanitation**

a. Food and Drug Administration

b. U.S. Department of Agriculture

Information Sheet

c. U.S. Center for Disease Control

d. Environmental Protection Agency

e. State and local agencies

3. Areas of food service inspection

a. Food care

b. Personnel

c. Equipment and utensils

d. Cleaning, sanitizing, and storage of equipment and utensils

e. Sanitary facilities and controls

f. Construction and maintenance of physical facilities

g. Compliance procedures

4. Food infection, food poisoning, and chemical food poisoning

a. Food infection

- Caused by bacteria
- Occurs as an infection

b. Food poisoning

- Caused by toxin
- Released into the food by bacteria

c. Chemical food poisoning

- Caused by chemicals

Information Sheet

5. **Food-borne illnesses and their causes**

   a. **Staph infection** — Caused by bacteria (staphylococcus) from the human nose, throat, or infected lesions

   Caution: Staph toxins are not destroyed by ordinary cooking methods.

   b. **Salmonellosis** — Caused by foods contaminated with bacteria (salmonella) from the intestinal tracts of humans or other animals

   Note: Foods may already be contaminated when they reach the kitchen.

   c. **Perfringens** — Caused by bacteria and spread by contact with soiled cutting boards and other equipment, or reheated foods

   d. **Botulism** — Caused by toxin from bacteria in underprocessed, home-canned, non-acid food

   Note: Toxin can be destroyed by boiling food for 15 minutes.

6. **Growth and prevention of disease-causing bacteria**

   a. Bacteria require warmth with a temperature range of between 45°F and 140°F.

   b. Bacterial growth can be effectively controlled either by lowering the temperature of food below 45°F or by raising the temperature above 140°F.

   c. Bacteria die at a temperature in excess of 165°F.

   d. Bacteria require a minimum amount of moisture to grow.

   Note: By lowering the moisture content, food can be preserved and stored for an extended period of time. Items such as dried fruits and vegetables, flour, rice, and powdered eggs are examples of this process.

   e. Bacteria can grow in all foods; however, there are methods which can be used to prevent bacterial growth in some foods

   Examples: Pickling—Increases acid content
   Curing—Increases salt content
   Candying fruit—Increases sugar content

Information Sheet

7. Common kitchen pests and where they are found

a. Flies

- Rotting fruit and vegetables
- Meat
- Garbage cans
- Outside environment
- Waste

b. Cockroaches

- Standing water
- Pipes and drains
- Dark areas

c. Ants

- Sweet food or juice
- Meat

d. Rodents

- Decaying food
- Rubbish piles

e. Mosquitoes

- Drains
- Grease barrel

8. Methods of pest control

Note: The following methods of pest control will reduce pest entry.

a. Remove spoiled fruit and vegetables from kitchen.

b. Discard all spoiled food.

Information Sheet

c. Remove standing water.

- From floor
- From table tops

d. Clean counter tops regularly.

e. Clean drains daily.

f. Keep lids on garbage containers.

g. Keep doors closed and screened.

h. Keep windows closed and screened.

i. Report structure maintenance problems to supervisor.

Examples: Loose tiles, baseboards

9. Types of pest control products

a. Sprays

b. Dusts and powders

c. Repellents

d. Baits

e. Traps

f. Poisons

10. Personal habits the food service worker should observe

Note: Food service workers should come to work freshly bathed or showered and clean-shaven.

a. Wash hands often.

Examples: After visit to restroom, after eating, upon reporting to work

b. Respect smoking rules.

Examples: Smoke in designated areas, extinguish cigarette, wash hands when through

Information Sheet

c. Report all skin infections to supervisor.

Examples: Cuts, sores, rash, pimples, boils

d. Report all body infections to supervisor.

Examples: Colds, fever, sore throat

11. Appearance requirements for the food service worker

a. Clean clothes

- Uniform
- Underclothes
- Apron
- Socks

b. Hair restraint

c. Hair off collar

d. Moderate jewelry only

e. Clean shoes

12. Personal habits the food service worker should avoid

a. Sneezing and coughing

Note: Use a handkerchief or tissues to control the spread of germs, then wash hands.

b. Scratching head

c. Picking nose

d. Wiping mouth with fingers

e. Smoking in nondesignated areas

f. Fixing hair with hands

g. Biting fingernails

h. Eating in nondesignated areas

i. Nibbling on duty

Information Sheet

13. Common potentially hazardous foods

a. Milk and milk products

b. Eggs

c. Meat

d. Poultry

e. Fish

f. Shellfish

14. Standards for safeguarding food

a. Use wholesome food from approved sources.

b. Protect food from spoilage during preparation, service, and storage.

c. Use clean equipment.

d. Use refrigeration.

> **Caution: Avoid alternating refrigeration and heating.**

e. Store and use toxic agents and poisons away from food.

f. Discard questionable food.

Note: Check with your supervisor to verify that food should be discarded.

g. Maintain all potentially hazardous food at safe temperatures except during necessary preparation and service.

h. Cook foods to recommended internal temperature.

i. Batch cook and serve cooked foods immediately or store in shallow containers in refrigerator.

j. Wash all raw fruits and vegetables in running water before using.

Information Sheet

15. Ware washing

a. Equipment to be washed

- Hand tools
- Small equipment and utensils
- Pots and pans

b. General procedure

- Soak
- Wash
- Rinse
- Sanitize
- Air dry
- Store in proper place

c. Use and care of cleaning supplies

- Use according to directions.
- Store in proper area.
- Keep covered and labeled.
- Consult supervisor when in doubt about use.

d. Sanitizing solutions

- Purpose—To sanitize clean surfaces
- Proportions (for immersion type)
  - — Iodine—12.5 parts per million
  - — Chlorine—50 parts per million
  - — Quats—200 parts per million

    Note: Quats are surface-active disinfectants derived from ammonias.

Information Sheet

16. Sanitation facility checklist

a. Hoods and filters

b. Elevator

c. Light fixtures

d. Sinks

e. Drains

f. Toilet rooms

g. Trash receptacles

h. Floor

i. Walls

j. Ceiling

k. Windows

l. Screens

m. Doors

n. Ventilating system

o. Storage area

p. Overhead utility pipes

q. Shelves

r. Food contact equipment

17. Reasons for in-house sanitation in public and nonpublic areas

a. Front of house (public areas)

Note: Business will increase when the front of the house is clean and sanitary.

- To attract guests
- To gain confidence of guests

Information Sheet

- To provide for safety of guests
- To provide for better working conditions for employees

b. Back of house

- To eliminate unsanitary conditions
- To eliminate food-borne disease carrying materials
- To eliminate kitchen pests
- To provide for safety of guests
- To provide for better working conditions for employees

18. Storage and usage practices for housekeeping supplies

a. All housekeeping supplies—Store away from food

b. Floor brush

- Store on floor brush holders
- Use on dry surfaces

c. Buckets, pails, and wringers

- Empty after each use
- Rinse after each use

d. Mops

Note: Never let mops stand in kitchen or dining room.

- Wring out after each use
- Store on hooks
- Replace mop heads as often as necessary

Sanitation
Unit 5

Student Supplement 1—Food-Borne Illnesses

Illness	Cause	Foods Frequently Involved	Principles of Control
Staph Infection	Bacterium of human origin; its main sources are the nose, throat, and infected lesions. Toxin is not destroyed by ordinary cooking methods.	Protein foods, especially items that are handled a great deal and by careless employees who have unsanitary working habits; staph-contaminated foods that are exposed for several hours to warm temperatures.	Food handlers must be free from infected sores and respiratory illnesses and must practice sanitary working habits, including frequent washing of hands. Keep cold food cold, hot food hot; cool rapidly to safe temperature.
Salmonellosis	Large numbers of salmonella bacteria; their source is the intestinal tract of humans and animals. Meat, poultry, dirty shells of eggs, and products made from these foods may already be contaminated with salmonellae when they reach the kitchen. Seafood from sewage-polluted waters are contaminated.	Improperly handled and cooked protein foods, especially those that are apt to be contaminated when they reach the kitchen; all items that have contact with fecal matter on human hands, or animal origin; unwashed human hands, feces from rodents and insects; contaminated foods that are exposed for several hours to warm temperatures.	Purchase meat, poultry, eggs, and shellfish that have been inspected or certified for wholesomeness. Control rodents and insects. Wash hands after visiting toilet and after handling raw meat and poultry. Keep equipment in sanitary condition. Keep cold food cold, hot food hot; cool food rapidly to safe temperatures.
Perfringens	Large numbers of a spore forming bacterium; its source is the intestinal tract of humans and animals, soil, and kitchen dust. Meat may be contaminated with it when purchased.	Meat and gravy, especially when prepared in advance and held warm for several hours. Since the bacterium is very common, cooked foods are readily recontaminated through contact with soiled cutting boards and other equipment, reheated foods, and leftovers.	Serve meat and gravy soon after cooking. If items must be cooked in advance, chill quickly and keep refrigerated at safe temperatures. Keep equipment in sanitary condition.
Botulism	Deadly toxin of a spore-forming bacterium whose source is the soil; toxin is produced under conditions that exclude air. Toxin can be destroyed by boiling food for 15 minutes.	Underprocessed, home-canned, non-acid food; underprocessed smoked fish.	Do not serve home-canned foods to the public. Keep smoked fish strictly refrigerated at temperatures below 38°F, preferably in the freezer. Never taste suspect food; boil for 15 minutes and discard.

Sanitation
Unit 5

Student Supplement 2—Rate Your Grooming and Wardrobe Habits

Rate yourself on each of the following questions. Use the scale of 6—Always, 4—Usually, 2—Occasionally, and 0—Never. When a question refers specifically to the opposite sex, as indicated with an "M" or "F," place N/A (Not Applicable) in the blank and score it as 6. When you have completed the evaluation, total your score and compare to the rating scale provided.

	Questions	Rating
1.	Do you take a bath or shower daily?	_____
2.	Do you use an effective deodorant or antiperspirant daily?	_____
3.	Do you shave as often as needed? (M)	_____
4.	Do you clean your face thoroughly at least twice a day (more often if you have oily skin)?	_____
5.	Do you completely remove makeup before bedtime? (F)	_____
6.	Do you check fingernails daily and repair or clean as necessary?	_____
7.	Do you wash hair twice weekly (more often if needed)?	_____
8.	Do you have your hair cut or trimmed regularly? (M)	_____
9.	Do you use a dandruff shampoo and/or creme rinse and conditioner if needed?	_____
10.	Do you brush your teeth at least twice daily?	_____
11.	Do you use a mouthwash daily?	_____
12.	Do you make the daily effort to apply makeup so that it looks fresh and natural? (F)	_____
13.	Do you get enough sleep and rest so that you feel refreshed?	_____
14.	Do you put on clean hosiery and undergarments daily?	_____
15.	Are your uniforms clean and pressed?	_____

Student Supplement 2

Questions	Rating
16. Do you check garments for split seams, ripped hems, or loose buttons before wearing?	_____
17. Do you take a good look at yourself in a full-length mirror before leaving the house?	_____
18. Do you take a few minutes during the day to freshen your makeup and/or comb your hair?	_____
Total	_____

RATING

91-108 — Great; you take pride in your appearance.

81-90 — Good; you'd probably pass inspection.

71-80 — Fair; you need to try a little harder.

70 or less — Poor; work on one or two points at a time until you acheive a "good" or higher score.

Sanitation
Unit 5

Assignment Sheet 1—Solve Problems Concerning Food-Borne Illnesses

Name _____ Overall Rating _____

Evaluation criteria	Rating
Accuracy	_____
Thoroughness	_____

Directions: Read the following case studies carefully. Each of these problems may have been avoided by following proper sanitation practices. For each case study, list specific sanitation practices that would prevent the problem. The above criteria will be used to evaluate your performance.

1. Approximately 100 individuals became ill following a dinner at a restaurant located in a department store. Canned hams were opened two days before use, brushed with mustard, brown sugar, and tomato sauce, and placed in a walk-in refrigerator. The day prior to the meal some were removed from the refrigerator, cooked, cooled, and refrigerated. A second batch of 15 hams were cooked and held at room temperature overnight. The morning of the dinner the ham was sliced by machine and held at room temperature until three hours prior to the meal when they were warmed for serving. The slicing machine was dirty with old food particles and was disassembled for cleaning only once a week. Nasal, nail, and stool cultures of two food handlers were positive for staph and one handler also had a positive throat culture.

_____

_____

_____

_____

_____

_____

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Assignment Sheet 1

2. A large western restaurant prepared box lunches for a group of 26 people. The menu included turkey sandwiches. Investigation revealed that the sandwiches had not been refrigerated in the 16 hour period before delivery to the guests. The staph count was extremely high.

3. A local restaurant catered a company picnic. The offending food was potato salad which, after being prepared the previous night, was placed in a single large aluminum tub. Approximately 100 pounds of salad were prepared and put in the tub while still warm and placed in a walk-in refrigerator overnight. The temperature of the refrigerator at the time checked was 50°F. The offending organism was salmonella and a stool culture of one girl who made the potato salad contained the same organism.

4. Nine persons consumed hamburgers at a restaurant in a small town. Seven of these ate the sliced dill pickle served on the hamburger and two did not. The seven became ill after returning home. Five were hospitalized and one of these died. Tests indicated botulism as the causative agent. The pickles were home-canned by the restaurant proprietor.

Note: The above case studies were used with the permission of the National Restaurant Association.

Sanitation
Unit 5

Assignment Sheet 2—Record Observations of Food Handling and Storage

Name _____ Overall Rating _____

Evaluation criteria	Rating
Accuracy of observations	_____
Validity of suggestions	_____

Directions: Visit a food service operation with your class. Observe food handling and storage procedures, then complete the following chart. Give suggestions for ways to improve upon the procedures you observed. The above criteria will be used to evaluate your performance.

	Yes	No
1. Were foods in the danger zone no longer than necessary?		
2. Were hot foods placed in shallow containers to cool?		
3. Was food stored off the floor?		
4. Were storeroom floors clean and dry?		
5. Was the FIFO policy being used?		
6. Were signs of rodents or insects absent from storeroom?		
7. Was food covered and being stored in refrigerator?		
8. Were cleaning supplies being stored separately from food stuffs?		
9. Were all cleaning supplies labeled?		
10. Were all cleaning supplies tightly sealed?		
11. Were all raw fruits and vegetables being washed before use?		

Assignment Sheet 2

If you answered "No" to any of the questions, what would you suggest to improve handling and storage?

_____

_____

_____

_____

_____

_____

Did you notice any other areas where changes in food handling and storage could be improved? _____

What were they? _____

_____

_____

_____

_____

Sanitation
Unit 5

Assignment Sheet 3—Observe and Record Sanitation Practices

Name _____ Overall Rating _____

Evaluation criteria	Rating
Completeness of observations	_____
Knowledge of sanitation practices	_____

Directions: Visit a restaurant and observe how food is handled. Then record your observations by answering the following questions. Give advantages or disadvantages for each. The above criteria will be used to evaluate your performance.

1. How was coffee creamer stored and served? _____

   _____

   Advantages or disadvantages: _____

   _____

   _____

2. How were such foods as lemon slices, pickles, and lettuce stored and served? ___

   _____

   Advantages or disadvantages: _____

   _____

   _____

3. How were condiments such as ketchup and mustard served? _____

   _____

   Advantages or disadvantages: _____

   _____

   _____

Assignment Sheet 3

4. How were fresh pastries or doughnuts stored? _____

_____

Advantages or disadvantages: _____

_____

_____

5. If you could see sandwiches or other foods being prepared, how would you describe the worker and work surface? _____

_____

Advantages or disadvantages: _____

_____

_____

6. Were plastic gloves, paper napkins, or tongs used to pick up such foods as doughnuts or pickles? _____

_____

Advantages or disadvantages: _____

_____

_____

7. Where was food kept between preparation and serving? Covered? Under a heat lamp? _____

_____

Advantages or disadvantages: _____

_____

_____

Assignment Sheet 3

8. How were dirty dishes cleared from the table? _____

_____

Advantages or disadvantages: _____

_____

_____

Sanitation
Unit 5

Job Sheet 1—Wash Hands

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Hands and nails are clean	_____
Hands and arms are dry	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Tools and materials

Soap
Water
Paper towels

B. Procedure

☐ 1. Wet hands.

☐ 2. Apply soap.

a. Under fingernails
b. Between fingers

☐ 3. Rub hands together

☐ 4. Wash by using a rotating motion.

a. Wash 2 to 3 inches above wrists.
b. Wash between fingers.
c. Wash palms of hands at least 30 seconds.

☐ 5. Rinse off all soap.

☐ 6. Dry well.

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Sanitation
Unit 5

Job Sheet 2—Wet Mop a Floor

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Floor scraped and swept clear of loose debris	_____
Floor adequately cleaned	_____
Floor rinsed free of cleaning solution	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Tools and materials

Broom	Mops (2)
Dust pan	Mop buckets (2)
Putty knife	Cleaning solution

B. Procedure

☐ 1. Prepare cleaning solution.

> **Caution: Follow instructions exactly regarding kind of cleaner and dilution ratio.**

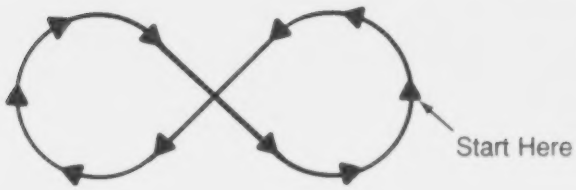
☐ 2. Prepare floor for mopping.

a. Pull equipment away from walls.
b. Scrape any food spills from the floor.
c. Sweep the area with a broom.
d. Pick up debris with a dustpan and dispose of it.

Job Sheet 2

☐ 3. Mop the floor, moving from left to right using a figure eight motion, one section at a time.

Figure 1



a. Mop back end of floor first.
b. Work backwards away from mopped area.
c. Mop parallel to walls.
d. Mop corners with heel of mop.

☐ 4. Rinse each cleaned section with a rinse mop.

Note: The water in the rinse bucket should be changed frequently.

a. Rinse the rinse mop.
b. Wring out the rinse mop.
c. Rinse cleaned area using a figure eight motion.

☐ 5. Clean mops; hang them up to dry.

☐ 6. Return tools and materials to proper storage.

☐ 7. Clean the work area.

Sanitation
Unit 5

Job Sheet 3—Wash Pots and Pans

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Sinks prepared as directed	_____
Proper temperatures maintained	_____
Pots and pans thoroughly cleaned and sanitized	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Tools and materials

Detergent
Sanitizer
Brush
Scraper

B. Procedure

☐ 1. Presoak dirty equipment in water with mild detergent.

☐ 2. Fill Sink #1 with water and add detergent.

☐ 3. Fill Sink #2 with rinse water.

☐ 4. Fill Sink #3 with water and add sanitizer.

Note: Follow manufacturer's directions for proper amount of product to be used.

Job Sheet 3

☐ 5. Check temperatures

Note: Recommended temperatures are 110°F for washing, 130°F for rinsing, and 170°F for sanitizing.

Figure 1

Sink #1	Sink #2	Sink #3
Wash in detergent 110°F	Rinse in clean water 130°F	Sanitize in solution or 170°F

☐ 6. In Sink #1, wash inside, outside, and bottom of pots and pans with brush and scraper.

Note: Drain sink often and refill with fresh water and detergent.

☐ 7. Rinse in Sink #2.

Note: Keep rinse sink's water free from suds and grease; change water often.

☐ 8. Immerse in Sink #3 for 30 seconds.

☐ 9. Remove from water.

☐10. Drain.

☐11. Air dry on a clean rack.

☐12. Store upside down or covered.

☐13. Return tools and materials to proper storage.

☐14. Clean the work area.

Safety
Unit 6

Objective Sheet

Unit Objective

After completing this unit, the student should be familiar with safety and first aid procedures in the food service industry. The student should demonstrate these competencies by completing the assignment and job sheets, and by scoring a minimum of 100 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to safety with their correct definitions.
2. Complete statements concerning classes of fires.
3. Match types of fire extinguishers with their uses.
4. Select true statements concerning rules for fire prevention.
5. Complete statements concerning action to take in case of fire.
6. List three cardinal rules of safety.
7. Select physical characteristics of a safe storeroom.
8. Complete statements concerning procedures for storing supplies safely.
9. Select true statements concerning ways to prevent burns.
10. Complete statements concerning ways to prevent electrical shock.
11. Complete statements concerning ways to prevent falls.
12. Select true statements concerning ways to prevent cuts.
13. List characteristics of safe clothing for the kitchen.
14. Match types of emergency situations with their proper first aid procedures.
15. State the purpose of OSHA.

Objective Sheet

16. Complete a safety checklist. (Assignment Sheet 1)

17. Apply knowledge of safety procedures. (Assignment Sheet 2)

18. Lift and carry a heavy object. (Job Sheet 1)

Safety
Unit 6

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparencies from the transparency masters included with this unit. These appear in the teacher guide only and are designed to be used with the following objectives:

   TM 1—Know Your Fire Extinguisher (Objective 3)
   TM 2—Proper Use of Portable Fire Extinguishers (Objective 3)
   TM 3 and TM 4—How to Lift Safely (Objective 8)
   TM 5—Accident Report (Objective 14)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheets and job sheet, and demonstrate the procedures outlined in the job sheet. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Make copies of the written test.

11. Give written test.

12. Compile assignment sheet ratings, job sheet ratings, and written test scores on the unit evaluation form.

13. Reteach and retest as required.

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Suggested Activities

Teaching Suggestions

1. Invite a local firefighter to class to discuss causes of restaurant and other food service fires and ways they can be prevented. Have class prepare a list of questions to ask concerning fire safety. Skill areas: **teamwork, oral communication**.

2. Plan a short first aid course to teach proper procedures for handling emergency situations such as choking, heart attack, and burns. Skill areas: **science, listening**.

3. Demonstrate and explain to students the use of different types of fire extinguishers. Skill area: **listening**.

4. Obtain Material Safety Data Sheets for products that are used in food service. Use with Student Supplement 1 to familiarize students with the information they contain.

5. Arrange for students to either visit a food service operation in the community or the school cafeteria to observe safety practices. If that is not possible, prepare a hypothetical case for students to evaluate in Assignment Sheet 1. Skill area: **problem solving**.

6. Hold a safety poster contest for students and let them choose the winner. Encourage students to create posters for a variety of hazards/situations. Use posters in class and work area to reinforce safety practices. Skill areas: **creative thinking, visual communication**.

7. Have students select a safety topic such as fire prevention, proper storage techniques, and administering first aid, then have them research the topic and write a two-page report to present in class. Presentation should be 3-5 minutes in length. Skill areas: **reading, writing, creative thinking, oral communication**.

8. Discuss local, state, and federal safety regulations. Explain employer/employee responsibilities concerning safety in the workplace and how OSHA plays a role in keeping the work environment safe.

9. Have students complete Assignment Sheet 2, then have them discuss answers in class. Encourage students to share ideas about safety practices in food service. Skill areas: **problem solving, listening, oral and written communication**.

10. Explain the purpose of an accident report form and the types of information which may be found on the form. Include how an accident report may prevent future accidents.

References Used in Developing This Unit

1. Cornelius, Ethelwyn G. *Food Service Careers.* Peoria, IL: Chas. A. Bennett Co., 1981.

Suggested Activities

2. Border, Barbara A. *Food Safety and Sanitation.* New York: McGraw-Hill Book Co., 1979.

3. Goodman, Raymond J. *The Management of Service for the Restaurant Manager.* Dubuque, IA: Wm. C. Brown Co., 1979.

4. Palan, Earl. *Food Production, Management, and Services: Introduction.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.

Suggested Supplemental Resources

1. Charts (posters)

   a. *Chemical Hazards* — Safety reminders for handling hazardous chemicals

   b. *Emergency Treatment of Burns* — First aid for burns

   c. *Emergency Treatment of Wounds* — First aid for wounds

   d. *First Aid for Choking* — Instructions from the American Red Cross

   e. *Proper Lifting Procedures* — Safety reminders for lifting

2. Manual—*Safety Operations Manual* — Includes such things as self-inspection, first aid, OSHA information, and fire protection (216 pages, 1988)

   All of the above materials are available from:

   National Restaurant Association
   1200 Seventeenth Street, NW
   Washington, DC 20036

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Suggested Activities

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Safety
Unit 6

Answers to Written Test

1. a. 7
   b. 3
   c. 8
   d. 5
   e. 2
   f. 9
   g. 6
   h. 4
   i. 1

2. a. Ordinary combustible materials
   b. Red square
   c. Electrical equipment

3. a. 2
   b. 1
   c. 4
   d. 3

4. b, d, e, f, h, j, k, l

5. a. Supervisor
   b. Calm
   c. Fire department
   d. Fire extinguisher
   e. Air

6. a. If you drop it, pick it up.
   b. If you spill it, wipe it up.
   c. Keep your mind on what you are doing.

7. a, c, e, f

8. a. Nails
   b. Splinters
   c. Dispose of
   d. High shelves
   e. Lift
   f. Heavy
   g. Never
   h. Away from
   i. Fire
   j. Accessible

9. b, d, e, g, i

Answers to Written Test

10. a. Grounded
    b. Electrical cords
    c. Water
    d. Unplug

11. a. See where you are going
    b. Grease
    c. Aisles
    d. Closed
    e. Pick up
    f. Spill
    g. Safety ladder
    h. Blind corners
    i. Warn

12. b, c, e, f, h

13. **Shoes** (Any 3 of the following)

    a. Rubber heels to prevent slipping
    b. Safety toes or closed toes
    c. Tied shoelaces to prevent tripping
    d. Broad-based heel to provide balance
    e. Good, strong support for comfort

    Uniforms (Any 3 of the following)

    a. Wear suitable uniform for kitchen or dining room.
    b. Tie apron strings securely and keep trailing ends short.
    c. Do not wear necklaces which may get caught in equipment.
    d. Keep uniform free from pins or jewelry which may drop into the food.
    e. Do not wear rings around hazardous equipment.

14.

a.	4	g.	2
b.	7	h.	5
c.	1	i.	3
d.	10	j.	11
e.	6	k.	9
f.	8		

15. The purpose of OSHA is to ensure a safe and healthy work environment for all employees.

Safety
Unit 6

Written Test

Name _____ Score _____

1. Match the terms on the right with their correct definitions.

_____a.	A potential source of danger	1. Material Safety Data Sheet
_____b.	State or condition of being safe; freedom from danger, risk, or injury	2. Occupational Safety and Health Act
_____c.	Any suddenly occurring, unintentional event which causes injury or property damage	3. Safety
		4. Safety inspector
_____d.	Immediate, temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained	5. First aid
		6. Fire extinguisher
_____e.	Federal legislation designed to insure safe and sanitary working conditions for employees	7. Hazard
		8. Accident
_____f.	Emergency procedure performed by trained individuals to aid a heart attack victim	9. Cardiopulmonary resuscitation
_____g.	That which quickly puts out fires or at least smothers flames	
_____h.	One whose job it is to visit food service operations to enforce safety regulations and to see that standards described in laws are met	
_____i.	Written or printed material concerning a hazardous chemical	

2. Complete the following statements concerning classes of fires.

   a. Class A fires occur in _____; the extinguisher is identified by a green triangle.

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b. Class B fires occur with flammable liquids; the extinguisher is identified by a _____.

c. Class C fires occur in or near _____; the extinguisher is identified by a blue circle.

3. Match the types of fire extinguishers on the right with their uses.

_____a.	Used on Class A fires	1. Foam
_____b.	Used on Class A and B fires	2. Pressurized water or soda-acid
_____c.	Used on Class B and C fires	3. Multipurpose dry chemical
_____d.	Used on Class A, B, and C fires	4. Carbon dioxide

4. Select true statements concerning rules for fire prevention by placing an "X" in the appropriate blanks.

_____a. Report **any** fire, when you find time, to supervisor.

_____b. Know where fire extinguishers are and how to use them.

_____c. Keep some equipment in good working order.

_____d. Keep equipment clean to prevent fires caused by grease buildup, especially on vent hoods and filters.

_____e. Never put water on hot grease.

_____f. Prevent hot fats from splattering.

_____g. Store cold fats near flames.

_____h. Smoke only in designated areas.

_____i. Keep matches in open containers.

_____j. Light matches before turning on gas jets.

_____k. Report any gas leaks to supervisor.

_____l. Turn off all open fires when not in use.

5. Complete the following statements concerning action to take in case of fire.

   a. Notify _____ if at all possible.

   b. Keep yourself and others _____ .

   c. Call _____.

   d. Use _____ to help control blaze until fire department arrives.

   e. Cut off_____ supply to flames.

6. List the three cardinal rules of safety.

   1. _____

      _____

   2. _____

      _____

   3. _____

      _____

7. Select physical characteristics of a safe storeroom by placing an "X" in the appropriate blanks.

   _____a. Large enough to accommodate stock to be stored

   _____b. Shelf for chemicals and cleaning materials next to food

   _____c. Safety ladder

   _____d. Dim lighting

   _____e. Wide aisles for freedom of movement

   _____f. Strong, wide shelves

8. Complete the following statements concerning procedures for storing supplies safely.

   a. Remove all (packing tape, nails) and staples when opening boxes, cartons, or barrels.

b. Be careful of (splinters, food odor) when opening wooden boxes.

c. (Dispose of, Use) all empty cases and boxes promptly.

d. Use a strong, well-braced ladder when removing items from (high shelves, refrigerator).

e. (Lift, Store) heavy items properly.

f. Store (light, heavy) items on lower shelves.

g. Store items on shelves, (or, never) directly on floor.

h. Store insecticides, cleaning materials, and other contaminants (near, away from) foodstuffs.

i. Maintain good housekeeping to reduce the hazard of (fire, failing inspection).

j. Keep fire-fighting equipment (accessible, stored) at all times.

9. Select true statements concerning ways to prevent burns by placing an "X" in the appropriate blanks.

_____a. Use **wet** towels or hot pads to handle hot utensils.

_____b. Lift covers of hot pans away from self.

_____c. Stand in front when opening steamers and ovens.

_____d. Keep pot handles out of aisles.

_____e. Keep pot handles away from flames.

_____f. Use your apron as a hot pad.

_____g. Fill containers to proper level.

_____h. Get help when moving any cold items.

_____i. Warn people when placing a hot pot close to them.

_____j. Drop wet foods into hot fat.

10. Complete the following statements concerning ways to prevent electrical shock.

    a. Be sure electrical outlet is _____ before plugging in cord.

    b. Report all defective equipment and worn or frayed _____.

    c. Avoid _____ when working with electricity.

    d. _____ equipment before cleaning.

11. Complete the following statements concerning ways to prevent falls.

    a. Always be able to _____.

    b. Keep floors dry and free of _____.

    c. Keep _____ clear of obstructions.

    d. Keep all equipment doors and drawers _____.

    e. _____ things that you drop.

    f. Wipe up things that you _____.

    g. Use a _____ to reach objects out of reach.

    h. Be careful going around _____.

    i. _____ people when passing behind them.

12. Select true statements concerning ways to prevent cuts by placing an "X" in the appropriate blanks.

    _____a. Pick up broken glass slivers with your hands or a dry paper towel.

    _____b. Dispose of broken glass and dishes cautiously.

    _____c. Replace all pieces and parts immediately after cleaning equipment.

    _____d. Use safety devices on equipment only if you are "chicken."

    _____e. Use can openers that are in good repair and be cautious of edges on opened cans.

    _____f. Keep fingers away from all moving parts of equipment.

_____g. Reuse chipped or cracked dishes.

_____h. Never reach into water to remove broken glass.

_____i. Work foods as close as possible to the cutting surface when grating.

13. List characteristics of safe clothing for the kitchen.

Shoes (List 3)

a. _____

b. _____

c. _____

Uniforms (List 3)

a. _____

b. _____

c. _____

14. Match the types of emergency situations on the right with their proper first aid procedures.

_____a. Hold under cold water; apply sterile bandage.

_____b. Lay victim flat; control bleeding.

_____c. Apply pressure dressing or manual pressure to wound.

_____d. Help victim to less painful position; loosen clothing; apply CPR.

_____e. Lay person down with legs slightly elevated; cover to prevent loss of body heat.

_____f. Check injury; do not allow victim to move if back or neck injury is suspected.

1. Sever bleeding
2. Minor bleeding
3. Severe burns
4. Minor burns
5. Chemical burns
6. Shock
7. Falls with head injury
8. Less sever falls
9. Choking

_____g. Apply antiseptic solution and dress with sterile bandage.

_____h. Flush skin thoroughly with clean water.

_____i. Avoid touching wound; cover lightly to prevent infection.

_____j. Turn switch off or pull plug; treat for shock.

_____k. Do not allow person to leave room alone; perform the Heimlich maneuver.

10. Heart attack

11. Electrical accident

15. State the purpose of OSHA.

_____

_____

_____

_____

*Permission to duplicate this test is granted.

Safety
Unit 6

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Complete a Safety Checklist Rating _____

Comments: _____

_____

Assignment Sheet 2—Apply Knowledge of Safety Procedures Rating _____

Comments: _____

_____

Job Sheet 1—Lift and Carry a Heavy Object Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

*Permission to duplicate this form is granted.

Teacher Supplement 1—First Aid for a Choking Adult

FIRST AID FOR . . . A CHOKING ADULT

Someone who is choking and cannot breathe has just four minutes before death or permanent brain damage takes place. Thousands of adults and children die from choking each year. Fortunately, in 1973, Dr. Henry Heimlich created a life-saving technique to help choking victims. The Heimlich maneuver is so simple to learn, that an 8-year old child was reported to have saved the life of his older brother by using this technique.

Recognize Choking

Most often, adults begin choking while they are eating. Instinctively, people who are choking clutch at their throats. A person who is choking cannot talk to you, but if you ask someone who is clutching their throat "Are you choking," in most cases the person can nod their head "yes." There are three other symptoms of choking. First, the person has trouble speaking or breathing. Second, the skin turns pale or bluish. Finally, the victim loses consciousness.

Persons who are choking may feel somewhat embarrassed and may try to leave the room. Obviously, this can be dangerous—if they should black out with no one there they could die in a matter of minutes. Never allow a choking victim to leave the room alone.

How To Do The Heimlich Maneuver

The Heimlich Maneuver can be done in different ways, but it always depends on a quick upward thrust into the choking victim's abdomen. This movement forces air out of the lungs suddenly, which then forces the food or object out of the windpipe.

Most commonly, the victim is standing. If you are the rescuer, stand behind the victim and circle his or her waist with your arms. Make a fist (your thumb will stick up somewhat like a knob). Place the knob just above the person's navel. Hold your fist tight with your other hand, and make quick, strong, upward thrusts into the victim's abdomen. Repeat the movement until the foreign object is dislodged and the person is able to breathe freely. (If the food or object does not fall out of the person's mouth, remove it carefully by hand to avoid re-inhaling.)

The Heimlich Maneuver is easy to learn and can save a life in a few seconds.

To avoid rib injuries, use only your hands when helping the victim. Do not squeeze with your arms in a "bear hug." If the victim is sitting, you can perform the maneuver the same as you would if he or she were standing. If the victim is lying on the floor, make sure he or she is rolled face up. Then, kneel with your legs on either side of the victim and perform the upward thrusts. (This approach works well for rescuers who are small or relatively weak.)

In the past 15 years, the Heimlich Maneuver has saved thousands of lives. It takes only a few minutes to learn and may be the most valuable skill you will ever learn.

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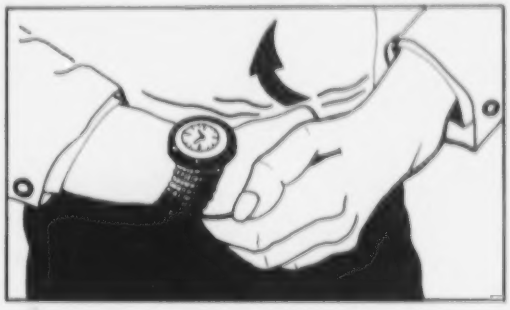
Make a fist with one hand, place the thumb against the abdomen, and make quick upward thrusts until the food or object is forced out of the windpipe.



Teacher Supplement 2—First Aid for a Choking Child

FIRST AID FOR . . . A CHOKING CHILD

Small children are curious and often put things in their mouths. It is easy for a child to choke on a piece of food or a part of a toy. Often, coughing will force the object out of the child's throat, but sometimes, natural reactions are not enough. Within only four minutes after a child or adult stops breathing, death or permanent brain damage takes place. Fortunately, Dr. Henry Heimlich invented a way to save people who are choking. It is called the Heimlich Maneuver, and is so easy to learn that even small children have used it to save people's lives.

Recognize A Choking Child

A choking child may grab her throat. She will probably look terrified. If she is an older child, ask "Are you choking?" Even if she can't speak, she may be able to nod her head "yes." If a child is unconscious and not breathing (and you see no signs of physical injury) she may be choking.

How To Do The Heimlich Maneuver

The Heimlich Maneuver can be done in different ways, but it always depends on quick upward thrusts to the abdomen. This forces air out of the lungs suddenly,

When a young child is choking, use your fingers to push up firmly and quickly into the child's abdomen. This should force the object out of the windpipe.

which then forces the food or object out of the windpipe. When a child is choking, never try to remove the object by hand, or slap the child on the back. This can actually force the item further into the throat and may waste valuable time.

When you do the Heimlich Maneuver on an older child, use your fist to perform the thrust.

Infants And Young Children

Place the child on your lap with his back to you. Put your index and middle fingers of both hands on the child's abdomen, slightly above the navel. Make sure your hands are not touching the rib cage. Make quick, firm thrusts upward into the child's abdomen. You may need to make as many as six thrusts, or it may take just one or two. You'll know the maneuver has worked if the child is now crying or breathing easily and his skin loses its bluish color. The food or object often pops out of the victim's mouth, but if it has not done so, remove it carefully yourself. (The same procedure can be performed with the child lying on his back on the floor.)

Older Children

When you do the Heimlich Maneuver on an older child, use your fist instead of your fingers to perform the thrust. The child can be standing, sitting, or lying down. First make a fist (your thumb will stick up like a knob). Place the knob just above the child's navel. Hold your fist tight with your other hand, and make quick upward thrusts into the child's abdomen.

Prevent Choking

Never let your child run or play while eating. Don't let small children play with marbles or toys that have parts small enough to swallow. Never feed nuts to small children. Choking is very common in children, but in many cases, it *can* be prevented.

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Know Your Fire Extinguisher

TYPE EXTINGUISHER	WATER TYPE				FOAM	CARBON DIOXIDE	DRY CHEMICAL	
	STORED PRESSURE	CARTRIDGE OPERATED	WATER PUMP TANK	SODA ACID	FOAM	CO2	CARTRIDGE OPERATED	STORED PRESSURE
TYPES OF FIRES								
CLASS A: WOOD, PAPER, TRASH HAVING GLOWING EMBERS	**YES**	**YES**	**YES**	**YES**	**YES**	**NO**	**NO**	**NO**
CLASS B: FLAMMABLE LIQUIDS, GASOLINE, OIL, PAINT GREASE, ETC.	**NO**	**NO**	**NO**	**NO**	**YES**	**YES**	**YES**	**YES**
CLASS C: ELECTRICAL EQUIPMENT	**NO**	**NO**	**NO**	**NO**	**NO**	**YES**	**YES**	**YES**
METHOD OF OPERATION	SQUEEZE HANDLE OR TURN VALVE	TURN UPSIDE DOWN AND BUMP	PUMP HANDLE	TURN UPSIDE DOWN	TURN UPSIDE DOWN	PULL PIN, SQUEEZE LEVER	RUPTURE CARTRIDGE, SQUEEZE LEVER	PULL PIN, SQUEEZE LEVER

Proper Use of Portable Fire Extinguishers

Class A Fires

Use soda acid. Direct stream at base of fire.

Class A and B Fires

Use foam. Direct stream so that foam falls lightly onto the fire. **Do not** direct stream directly into the fire.

Class B and C Fires

Use carbon dioxide. Direct discharge at base of fire and gradually move forward and upward.

Class A Fires

Use pressurized water. Place foot on pedal activator and direct stream at base of flames.

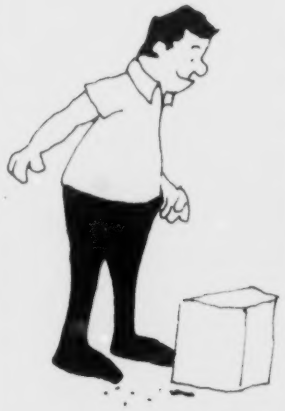
How to Lift Safely

1

Approach the load and size it up as to weight, size, and shape. Consider your physical ability to handle the load.

2

Place feet close to the object to be lifted and 8 to 12 inches apart for good balance.

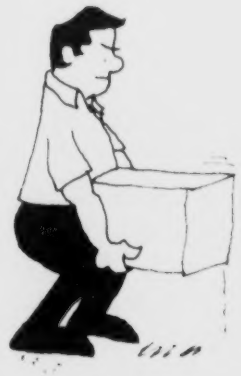


3

Bend the knees to the degree that is comfortable and get a good handhold. Then using both leg and back muscles ...

4

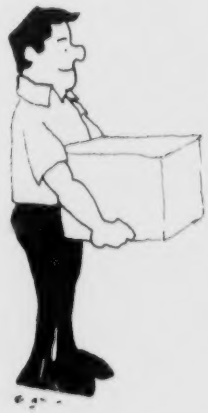
Lift the load straight up smoothly and evenly. Push with your legs, and keep the load close to your body.



How to Lift Safely (Continued)

5

Lift the object into carrying position, making no turning or twisting movements until the lift is completed.



6

Turn your body with changes of foot position after looking over your path of travel making sure it is clear.

7

Setting the load down is just as important as picking it up. Using leg and back muscles, comfortably lower load by bending your knees. When load is securely positioned, release your grip.

Accident Report

ACCIDENT REPORT
Please Fill Out Completely

Check [✓]
[ ] Employee or Customer [ ]

Check [✓]
A M [ ]
P M [ ]

Store Name & Number _____ Accident Date _____ Time _____

Name _____ Occupation _____ Age _____

Address _____ Zip Code _____ Phone # _____

Social Security # _____ Employment Date _____

What Happened? _____

_____

_____

Was First Aid Treatment Given Yes / No What? _____

Date Injured Returned to Work ___ Time ___ Date ___ How Long Off? ___

Nature of Injury _____

Name and Address of Doctor _____

And / or Hospital _____

Names and Address of Witnesses _____

_____

Employees or Customers _____

_____

Check [✓]

Permit		Full Time or Part Time		Married	Single
Yes [ ]	No [ ]	[ ]	[ ]	[ ]	[ ]

_____

Please Give Us Your Suggestions on How This Accident Could Have Been Prevented

_____

_____

Restaurant
Manager Signature _____ Sign _____
Injured Employee or Customer

_____ _____
Report Date

(Use Other Side for Additional Information)

Safety
Unit 6

Information Sheet

1. Terms and definitions

a. **Accident** — Any suddenly occurring, unintentional event which causes injury or property damage

b. **Cardiopulmonary resuscitation (CPR)** — Emergency procedure performed by trained individuals to aid a heart attack victim

c. **Fire extinguisher** — That which quickly puts out fires or at least smothers flames

d. **First aid** — Immediate, temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained

e. **Hazard** — A potential source of danger

f. **Material Safety Data Sheet (MSDS)** — Written or printed material concerning a hazardous chemical

g. **Occupational Safety and Health Act (OSHA)** — Federal legislation designed to insure safe and sanitary working conditions for employees

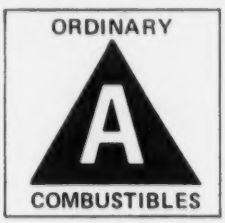
h. **Safety** — State or condition of being safe; freedom from danger, risk, or injury

i. **Safety inspector** — One whose job is to visit food service operations to enforce safety regulations and to see that all standards set by laws are met

2. Classes of fires

a. **Class A** — Fires that occur in ordinary combustible materials; extinguisher identified by a green triangle

Examples: Wood, paper, rags



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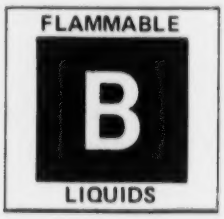
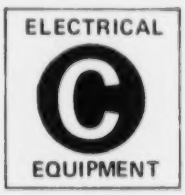
Information Sheet

b. **Class B** — Fires that occur with flammable liquids; extinguisher identified by a red square

Examples: Grease, gasoline, oil, paint



c. **Class C** — Fires that occur in or near electrical equipment; extinguisher identified by a blue circle



Note: Class D fires occur in areas where combustible metals are stored. Extinguishers are identified by a green five-pointed star. Do not attempt to use conventional fire extinguishers on Class D fires.

3. Types of fire extinguishers

Note: Once a fire extinguisher has been used, it should be refilled as soon as possible. Check with the fire department nearest you for information.

a. **Pressurized water** — Used on Class A fires

b. **Soda acid** — Used on Class A fires

c. **Foam** — Used on Class A and B fires

Note: Never use foam on live electrical fires.

d. **Carbon dioxide** — Used on Class B and C fires

Information Sheet

e. **Multipurpose dry chemical** — Used on Class A, B, and C fires

Note: This type is commonly used and will be found in most food service operations.

4. Rules for fire prevention

a. Report **any** fire immediately to supervisor.

b. Know where fire extinguishers are and how to use them.

Note: Inspect fire extinguishers regularly.

c. Keep all equipment in good working order.

d. Keep equipment clean to prevent fires caused by grease buildup, especially on vent hoods and filters.

e. Never put water on hot grease.

f. Prevent hot fats from splattering.

g. Store cold fats away from flames.

h. Smoke only in designated areas.

i. Keep matches in closed containers.

j. Light matches before turning on gas jets.

k. Report any gas leaks to supervisor.

l. Turn off all open fires when not in use.

5. Action to take in case of fire

a. Notify supervisor if at all possible.

b. Keep yourself and others calm.

c. Call fire department.

d. Use fire extinguisher to help control blaze until fire department arrives.

e. Cut off air supply to flames.

Information Sheet

6. Cardinal rules of safety

Note: Safety is everyone's job. It is a responsibility that never ends.

a. If you drop it, pick it up.

b. If you spill it, wipe it up.

c. Keep your mind on what you are doing.

7. Physical characteristics of a safe storeroom

a. Large enough to accommodate stock to be stored

b. Separate storage area for chemicals and cleaning materials

c. Safety ladder

d. Well lighted

e. Aisles

- Wide enough for freedom of movement
- Clear of objects

f. Shelves

- Strong
- In good repair
- Wide enough to hold items

8. Procedures for storing supplies safely

a. Remove all nails and staples when opening boxes, cartons, or barrels.

Note: Do not just bend them down.

b. Be careful of splinters when opening wooden boxes.

c. Dispose of all empty cases and boxes promptly.

d. Use a strong, well-braced ladder when removing items from high shelves.

e. Lift heavy items properly.

Information Sheet

f. Store heavy items on lower shelves.

g. Store items on shelves, never directly on floor.

h. Store insecticides, cleaning materials, and other contaminants away from foodstuffs.

i. Maintain good housekeeping to reduce the hazard of fire.

j. Keep fire-fighting equipment accessible at all times.

Note: Never store items, even temporarily, in front of fire extinguishers.

9. Ways to prevent burns

a. Use **dry** towels or hot pads to handle hot utensils.

Caution: Water conducts heat and a burn could result.

b. Lift covers of hot pans away from self.

c. Stand to the side when opening steamers and ovens.

Note: Always lift steamer inserts straight up as steam rises.

d. Keep pot handles out of aisles.

e. Keep pot handles away from flames.

f. Do not use your apron as a hot pad.

g. Fill containers to proper level.

h. Get help when moving heavy, hot items; know where to set hot items before moving them.

i. Warn people when placing a hot pot close to them.

j. Avoid dropping wet foods into hot fat.

Note: The resulting splattering could cause burns.

10. Ways to prevent electrical shock

a. Be sure electrical outlet is grounded before plugging in a cord.

Information Sheet

b. Report all defective equipment and worn or frayed electrical cords.

c. Avoid water when working with electricity.

> **Caution: Dry hands before handling any electrical equipment.**

d. Unplug equipment before cleaning.

> **Caution: Remove plug from socket by grasping plug, not cord.**

11. Ways to prevent falls

a. Always be able to see where you are going.

b. Keep floors dry and free of grease.

c. Keep aisles clear of obstructions.

d. Keep all equipment doors and drawers closed.

e. Pick up things that you drop.

f. Wipe up things that you spill.

g. Use a safety ladder to reach objects out of reach.

h. Do not run.

i. Do not engage in horseplay.

j. Be careful going around blind corners.

k. Warn people when passing behind them.

12. Ways to prevent cuts

a. Pick up broken glass slivers with a heavy damp paper towel, never with the hands.

b. Dispose of broken glass and dishes cautiously.

Note: Dispose of broken glass in separate container for special handling.

Information Sheet

c. Replace all pieces and parts immediately after cleaning equipment.

d. Use all safety devices on equipment.

Examples: Guards on slicers or grinders

e. Use can openers that are in good repair and be cautious of edges on opened cans.

Note: Notify supervisor of nicked can opener blades.

f. Keep fingers away from all moving parts of equipment.

g. Discard all chipped or cracked dishes.

h. Never reach into water to remove broken glass.

i. Do not work foods too close to the cutting surface when grating.

j. Exercise care when working with knives.

13. Characteristics of safe clothing for the kitchen

a. Shoes

- Rubber heels to prevent slipping
- Safety toes or closed toes

Note: Never wear sandals or canvas-topped shoes.

- Tied shoelaces to prevent tripping
- Broad-based heel to provide balance
- Good strong support for comfort

b. Uniforms

- Wear suitable uniform for kitchen or dining room.
- Tie apron strings securely and keep trailing ends short.

Note: Long ties may become caught in the equipment.

- Do not wear necklaces which may get caught in equipment.

Information Sheet

- Keep uniform free from pins and jewelry which may drop into the food.
- Do not wear rings around hazardous equipment.

14. Types of emergency situations and proper first aid procedures

Note: In the event of a severe injury or illness, notify supervisor, call an ambulance, paramedics, and/or doctor, and treat victim until help arrives.

Note: Record accident immediately on an Accident Report form.

a. Bleeding

- Severe — Apply pressure dressing or manual pressure to wound.
- Minor — Apply antiseptic solution and dress with sterile bandage.

b. Burns

- Severe — Avoid touching wound; cover lightly to prevent infection.
- Minor — Hold under cold water; apply sterile bandage.
- Chemical — Flush skin thoroughly with clean water.

c. Shock

- Lay person down keeping legs slightly elevated.
- Cover to prevent loss of body heat.

d. Falls

- Head injury
  - — Lay victim flat.
  - — Control bleeding.
- Less severe falls
  - — Check injury.
  - — Do not allow victim to move if a back or neck injury is suspected.

Information Sheet

e. Choking

- Symptoms
  - — Victim clutches throat.

    Note: This is the universal signal for choking.
  - — Victim has trouble speaking or breathing.
  - — Skin turns pale or bluish.
  - — Victim loses consciousness.
- Do not allow person to leave room alone.
- Perform the Heimlich maneuver.

f. Heart attack

- Help victim to less painful position.
- Loosen clothing around neck and midriff.
- Apply CPR, if qualified.

g. Electrical accident

Caution: Do not touch a person in contact with an electric circuit.

- Turn switch off or pull plug.
- Treat for shock.

15. **Purpose of OSHA** — To ensure a safe and healthy work environment for all employees

Safety
Unit 6

Student Supplement 1—Material Safety Data Sheets

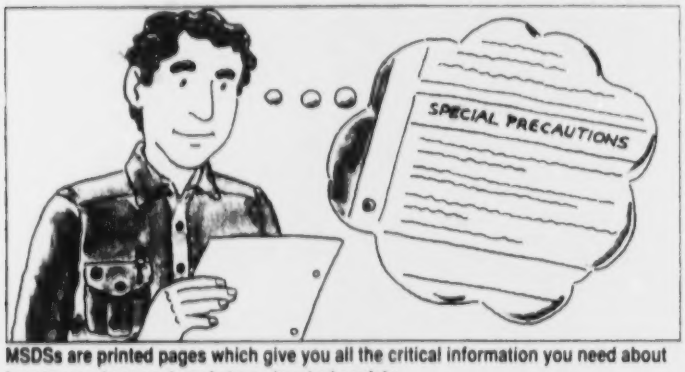
Living in the modern world, you probably are aware that the use of chemicals offers convenience and progress at home and work. Naturally, you want to avoid dangerous overexposure to chemicals, especially on the job. Such overexposure is possible no matter where you work, even in an office or light industry.

Your company's Hazard Communication, or HazCom, program was created to protect your health and safety. Three important elements are at the heart of your HazCom program: warning labels on containers, training on the safe usage and handling of chemicals, and Material Safety Data Sheets (MSDS).

Know What's On An MSDS

MSDSs are printed pages which give you all the critical information you need about how to use, transport, and store chemicals in order to protect yourself, as well as what to do in case of emergencies and overexposure. Information on MSDSs includes:

- ➤The chemical's name or names
- ➤Name, address, and phone of the manufacturer
- ➤List of the chemical's ingredients
- ➤Permissible Exposure Limits (PEL) or Threshold Limit Value (TLV)
- ➤What conditions or other substances will cause the chemical to catch fire, explode, melt, or turn into dangerous gases
- ➤How it usually looks and smells
- ➤How to put out a fire involving the chemical
- ➤What to do if it spills or leaks
- ➤How to prevent dangerous exposure
- ➤Health hazards such as skin irritant or cancer-causing
- ➤Symptoms of overexposure
- ➤What to do if you are overexposed
- ➤When the MSDS was prepared



MSDSs are printed pages which give you all the critical information you need about how to use, transport, and store chemicals safely.

The information for each chemical's MSDS is put together by the manufacturer or distributor for that chemical. The sheets often look different from each other, but they still provide the same information. The law requires your employer to keep MSDSs up to date and to send the MSDS to your doctor or designated representative if you request it.

Know Where The MSDS Is Kept

MSDSs must be readily accessible to employees. A posted sign may tell you where, and you can also find out by reading your company's written HazCom program. If you're not sure where to find MSDSs, your supervisor or your company's HazCom contact will make them available to you—it's the law.

Important Protection

You should always read the MSDS *before* you begin a job using a chemical. Even if you've used the chemical before, the manufacturer may have changed its formula which may change the steps you should take to protect yourself. Taking proper precautions listed on the MSDS, such as wearing a respirator, can prevent serious long-term illnesses.

If you don't understand something on the MSDS, or have questions about your company's HazCom program, ask your supervisor or company contact. Your company knows that HazCom works best if you are fully informed and involved.

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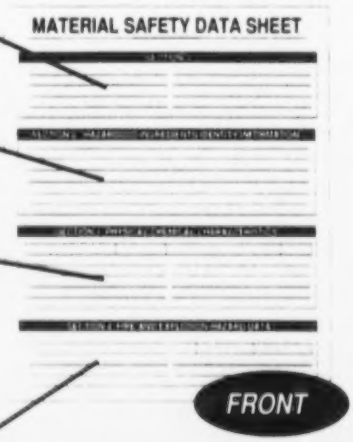
Student Supplement 1

Reading a Material Safety Data Sheet

The Material Safety Data Sheet, or MSDS, is written information that can help protect you from overexposure to chemicals you find on the job. The MSDS is part of your company's Hazard Communications Program. Each company can design its own MSDS form, and the sections may be in different order. But, the basic kinds of information on any MSDS will be the same.



Chemical Name

Lists the identity of the substance (the name on the label), date the MSDS was prepared, the name and address of the manufacturer, and usually a phone number for emergencies and more information.

Hazardous Ingredients/Chemical Identity

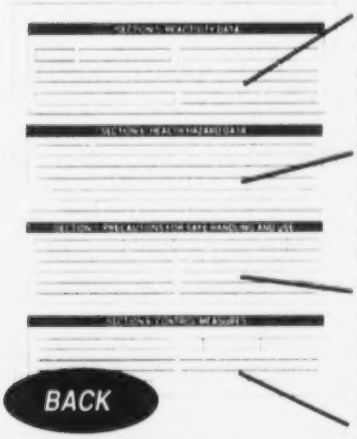
Includes names of substances in the chemical that might be dangerous, and safe exposure limits such as Permissible Exposure Limit or PEL (set by OSHA) or the Threshold Value Limit or TVL. Also lists common names for the chemical.

Physical Characteristics

Describes many physical qualities of the chemical, and lets you know what's usual or safe. For example, how the chemical looks and smells; boiling and melting temperatures (important in case a chemical might become a gas you could breathe); evaporation rate (known as percent volatile); how easily the chemical dissolves; and how heavy it is (this tells you if it will sink, float, or dissolve in water.)

Fire and Explosion Data

Tells you the lowest temperature when the chemical could catch fire ("flash point"). Lets you know if it's flammable (catches fire below 100°F) or combustible (catches fire above 100°F). Lists the best way to put out a fire involving that chemical.



Reactivity

Describes what happens if this chemical comes in contact with air, water, or other chemicals. Describes conditions (like heat) or materials (like water) that can cause the chemical to react by burning, exploding, or releasing dangerous vapors. The chemical is called "incompatible" or "unstable" with these conditions or substances.

Health Hazards

Lists ways the chemical might enter your body, like splashing on your skin or being breathed in as vapor as well as possible symptoms of overexposure. Lets you know if overexposure might make existing medical conditions worse, and describes emergency first aid procedures.

Usage, Handling, And Storage

Describes how to clean up an accidental spill, leak, or release, including special procedures. Tells you how to handle, store, and dispose of chemicals safely. Remember, if there is an accident, notify your supervisor immediately, and take care of it yourself only if you are trained to do so and are wearing the proper equipment.

Special Protection And Precautions

Explains special Personal Protective Equipment (PPE) and other equipment to use when working with the chemical, special procedures, extra health or safety information, signs that should be posted, and other information not covered in other sections.

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Safety
Unit 6

Assignment Sheet 1—Complete a Safety Checklist

Name _____ Overall Rating _____

Evaluation criteria	Rating
Accuracy of observations	_____
Validity of recommendations	_____

Directions: Complete the following safety checklist for a food service operation. Your instructor may arrange a field trip or present a hypothetical food service operation to inspect. Using the completed checklist, make a list of areas of potential danger, then give recommendations for correcting them. The above criteria will be used to evaluate your performance.

Safety Checklist

☐ 1. Fire extinguishers in good working order

☐ 2. Hoods and filters free of grease buildup

☐ 3. Cold fats stored away from flames

☐ 4. Designated areas for smoking

☐ 5. Matches stored in closed containers

☐ 6. Open fires turned off if not in use

☐ 7. Storeroom large enough for stock

☐ 8. Separate storage area for chemicals and cleaning materials

☐ 9. Storeroom well lighted

☐10. Aisles of storeroom clear of objects

☐11. Shelves strong and in good repair

☐12. Empty cases and boxes disposed of properly

☐13. Heavy items stored on lower shelves

Assignment Sheet 1

☐14. No stock stored on floor

☐15. Pot handles out of aisles and away from flames

☐16. Electrical outlets grounded

☐17. Equipment free of worn or frayed electrical cords

☐18. Floors clean and free of grease

☐19. Equipment doors and drawers closed

☐20. Safety ladder available

☐21. Safety devices on equipment in use

☐22. Can openers in good repair

Areas of Danger	Recommendations
_____	_____
	_____
	_____
_____	_____
	_____
	_____
_____	_____
	_____
	_____
_____	_____
	_____
	_____

Safety
Unit 6

Assignment Sheet 2—Apply Knowledge of Safety Procedures

Name _____ Overall Rating _____

Evaluation criteria	Rating
Ability to apply basic concepts	_____
Recognition of safety violations	_____

Directions: Read the following situations regarding safety practices in food service. List all of the safety practices which, if followed, would have prevented the described injury. The above criteria will be used to evaluate your performance.

1. Margie Stewart was preparing broth. The handle of the pot was near another burner which was also in use. When she was ready to remove the pot from the heat, Margie grabbed the handle with her apron instead of a hot pad. The pot was too full, so in her haste to set down the hot pot, the liquid sloshed over onto the front of her legs, burning her quite badly. This burn could have been prevented. List the safety procedures that would have prevented Margie's burn.

_____

_____

_____

_____

_____

_____

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Assignment Sheet 2

2. Employees at the Lunchtime Diner were preparing for the noon rush. John spilled some grease on the floor and planned to clean it up when things slowed down. William was sent to the storeroom for more pickles. He too was in a hurry, so he got the pickles and ran back around the corner to his station, forgetting that a carton had been placed in the aisle temporarily. He veered to miss the carton, but in doing so his heel hit the grease spill and he lost his footing and fell, spraining an ankle. How could John's fall have been prevented? List safety procedures that were not followed.

Safety
Unit 6

Job Sheet 1—Lift and Carry a Heavy Object

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Load safely lifted	_____
Load safely carried and set down	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Tools and materials

Large, heavy box or container

B. Procedure

☐ 1. Approach the load and size it up.

☐ 2. Place feet close to the object and 8 to 12 inches apart for good balance.

☐ 3. Bend the knees to the degree that is comfortable

☐ 4. Grip the box or container firmly with both hands.

☐ 5. Keep back straight and lift using leg muscles; hold load close to the body.

Caution: Do not make any turning or twisting motions until the lift is completed.

☐ 6. Turn by changing foot position; make sure your path is clear.

☐ 7. Carry object to its new location using normal walking gait and keep view unobstructed.

☐ 8. Ease object into place by taking lifting stance and bending knees to lower object.

Job Sheet 1

Evaluator's comments: _____

_____

_____

Nutrition
Unit 7

Objective Sheet

Unit Objective

After completing this unit, the student should be able to plan nutritionally sound menus. The student should demonstrate this competency by completing the assignment sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to nutrition with their correct definitions.
2. List four functions of food.
3. Match types of nutrients with their functions.
4. Complete statements concerning sources of nutrients.
5. Distinguish between the different foods in the basic four food groups.
6. Complete statements concerning dietary guidelines.
7. Select ways to incorporate nutrition into menus.
8. Describe functions of dietary nutrients. (Assignment Sheet 1)
9. Plan breakfast, lunch, and dinner menus. (Assignment Sheet 2)
10. Plan fast food breakfast, lunch, and dinner menus. (Assignment Sheet 3)

Nutrition
Unit 7

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparency from the transparency master included with this unit. This appears in the teacher guide only and is designed to be used with the following objective:

   TM 1—Basic Four Food Groups (Objective 5)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Make copies of the written test.

11. Give written test.

12. Compile assignment sheet ratings and written test scores on the unit evaluation form.

13. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

1. Invite a local dietitian to speak to class about nutrition in today's society. Provide dietitian with a list of questions to address, then have students record answers based on presentation. Skill area: **listening**.

2. Have students prepare a crossword puzzle or word search for terminology in objective 1. Then, have students exchange puzzles with each other and complete activity. Skill areas: **science, creative thinking**.

3. Ask students to look for news articles on nutrition and present a three to five minute summary to class. Skill areas: **reading, oral communication**.

4. Bring junk food wrappers to class. Assign students to teams and have them read and record contents of various items. Have a group leader for each team share information with class, then discuss the nutritional value or lack of nutrition in each item. Skill areas: **problem solving, reading, science, oral communication, teamwork**.

5. Show the effects of cooking vegetables and explain the loss of nutrients.

6. Have students analyze their diet habits in Student Supplement 1. Skill area: **problem solving**.

7. Upon completion of Assignment Sheet 1, have students discuss sources and functions of dietary nutrients. Skill areas: **science, oral communication**.

8. Have students compare menus prepared in Assignment Sheets 2 and 3. Discuss nutritional values of menu items, then have students select menus they liked best. Skill areas: **science, problem solving**.

9. Obtain nutritional pamphlets from various local fast food establishments. Make these available to students for use in completing Assignment Sheet 3.

10. Take the class on a field trip to a local fast food restaurant for a meal. Have students select their meal on the basis of nutritional value. Skill area: **problem solving**.

Resources Used in Developing This Unit

1. Cornelius, Ethelwyn G. *Food Service Careers.* Peoria, IL: Chas. A. Bennett Co., Inc., 1981.

2. *Ideas for Better Eating.* Washington, DC: U.S. Department of Agriculture, January, 1981.

Suggested Activities

3. Palan, Earl. *Food Production, Management, and Services: Introduction.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.

4. Ray, Mary F. and Evelyn J. Lewis. *Exploring Professional Cooking.* Peoria, IL: Chas. A. Bennett Co., Inc., 1986.

Suggested Supplemental Resources

1. *Nutrition Awareness and the Food Service Industry* — 20 page soft-cover book, 1990.

2. *A Nutrition Guide for the Restaurateur* — 72 page soft cover book; tells how to incorporate nutrition into restaurant operations and gives suggestions for modifying recipes and menus, 1986.

   Above materials are available from:

   National Restaurant Association
   1200 Seventeenth Street, NW
   Washington, DC 20036

Nutrition
Unit 7

Answers to Written Test

1.

a.	7	g.	2	m.	19	s.	21
b.	5	h.	3	n.	18	t.	22
c.	6	i.	4	o.	14	u.	13
d.	1	j.	10	p.	20	v.	12
e.	9	k.	11	q.	17		
f.	8	l.	16	r.	15		

2.
a. To build the body
b. To repair and maintain the body
c. To regulate the body processes
d. To make energy

3.

a.	3	f.	11	j.	5
b.	4	g.	7	k.	6
c.	1	h.	8	l.	12
d.	9	i.	2	m.	13
e.	10				

4.
a. Milk
b. Starchy vegetables
c. Cooking oils
d. Both answers are correct
e. Eggs
f. Eggs
g. Strawberries
h. Meat
i. Milk fortified with vitamin D
j. Dairy products
k. Milk
l. Liver
m. Seafood

5.

a.	D	f.	M	k.	V	p.	V
b.	M	g.	V	l.	D	q.	M
c.	B	h.	M	m.	V	r.	V
d.	B	i.	D	n.	M	s.	D
e.	V	j.	M	o.	V	t.	D

6.
a. Variety
b. Ideal weight
c. Cholesterol
d. Fiber
e. Sugar or salt
f. Salt or sugar

7. a, b, c, f, g, i

Nutrition
Unit 7

Written Test

1. Match the terms on the right with their correct definitions.

_____a.	A nutrient which is needed for building, maintaining, and repairing the body and for regulating body processes	1. Nutrient
_____b.	Food and drink consumed each day	2. Basic four food groups
_____c.	A nutrient which supplies 2 ¼ as many calories as the same measure of carbohydrates	3. Calorie
_____d.	Chemical compound found in food which is essential to good health	4. Carbohydrate
_____e.	Process of taking in and utilizing food substances; the study of foods and their relation to health	5. Diet
_____f.	Building blocks of protein	6. Fat
_____g.	Guide that separates food into four categories to aid in planning nutritious meals	7. Mineral
_____h.	A unit expressing the energy-producing value of food when oxidized in the body	8. Amino acids
_____i.	A nutrient consisting of starch or sugar	9. Nutrition
_____j.	A nutrient which is needed to form muscle, bones, and blood	10. Protein
_____k.	Nutrients essential to nutrition which help regulate body processes but do not serve as building units or provide energy	11. Vitamins
_____l.	Contamination of an individual with a disease-producing agent	12. Hormones
		13. Enzyme
		14. Saturated fat
		15. Fiber
		16. Infection
		17. Starch
		18. Thyroid gland
		19. Essential fatty acid

_____m. Type of fat which is necessary to all cells and tissues of the body

_____n. Gland which controls the amount of energy a person uses

_____o. Fat which comes from a source such as butter, lard, meats, fish, and egg yolk

_____p. Steroid alcohol present in saturated fat

_____q. Carbohydrate found in seeds, tubers, and roots where it functions as an energy source

_____r. Indigestible residue necessary for efficient elimination

_____s. Vitamins which are dissolved in water and easily lost through careless preparation of food; excesses are excreted from the body

_____t. Vitamins which are absorbed into body fat and stored

_____u. Substance formed in cells that speeds up chemical reactions

_____v. Chemical compounds secreted by glands to regulate and coordinate body processes

20. Cholesterol

21. Water-soluble vitamins

22. Fat-soluble vitamins

2. List the four functions of food.

a. _____

b. _____

c. _____

d. _____

3. Match types of nutrients on the right with their functions.

_____a.	Builds and maintains all tissues; forms an important part of enzymes, hormones, and body fluids; helps form antibodies to fight infection; supplies energy	1. Fat
_____b.	Supply food energy; help body use fat efficiently; spare protein for purposes of body building and repair	2. Vitamin A
_____c.	Supplies food energy in compact form; some supply essential fatty acids; helps body use certain other nutrients	3. Protein
_____d.	Helps body use calcium and phosphorus to build strong bones and teeth	4. Carbohydrate
_____e.	Builds bones and teeth; helps blood to clot; helps nerves, muscles, and heart to function properly	5. Vitamin B_1
_____f.	Builds bones and teeth; helps blood to clot	6. Vitamin B_2
_____g.	Helps hold body cells together and strengthens walls of blood vessels; helps in healing wounds; helps body to build bones and teeth	7. Vitamin C
_____h.	Helps the cells of the body use oxygen to produce energy; helps to maintain health of skin, tongue, digestive tract, and nervous system	8. Niacin
_____i.	Helps eyes adjust to dim light; helps keep skin healthy; helps keep lining of mouth, nose, throat, and digestive tract healthy and resistant to infection; promotes growth	9. Vitamin D
		10. Calcium
		11. Phosphorus
		12. Iron
		13. Iodine

_____j. Helps body cells obtain energy from food; helps keep nerves in healthy condition; promotes good appetite and digestion

_____k. Helps cells use oxygen to release energy from food; helps keep eyes healthy; helps keep skin around mouth and nose smooth

_____l. Combines with protein to make hemoglobin; helps cells use oxygen

_____m. Helps the thyroid gland work properly

4. Complete the following statements concerning sources of nutrients.

Note: There may be more than one correct answer per statement.

a. Good sources of protein are meat, fish, poultry, (milk, apples) and nuts.

b. Good sources of carbohydrates are breads, cereals (starchy vegetables, eggs), and any food containing flour.

c. Good sources of fat are butter, margarine, (cooking oils, green vegetables), and fats on meat.

d. Good sources of vitamin A are liver, egg yolk (butter, yellow vegetables), and green vegetables.

e. Good sources of vitamin B_1 are meats, potatoes, (eggs, butter), and whole grain bread.

f. Good sources of vitamin B_2 are meats, fish, poultry, (nuts, eggs), and dairy products.

g. Good sources of vitamin C are citrus fruits, tomatoes, (strawberries, dairy products), and potatoes.

h. Good sources of niacin are (potatoes, meat), fish, poultry, and dairy products.

i. Good sources of vitamin D are (milk fortified with vitamin D, raw cabbage) and eggs.

j. Good sources of calcium are (dairy products, citrus fruits) and dark green, leafy vegetables.

k. Good sources of phosphorus are (milk, poultry) and liver.

l. Good sources of iron are (liver, milk), egg yolk, lean meat, and whole grain breads.

m. Good sources of iodine are (seafood, egg) and iodized salt.

5. Distinguish between the different foods in the basic four food groups by placing a "D" for dairy, "M" for meat, "V" for vegetable and fruit, and "B" for bread and cereal to the left of the food.

_____a.	Ice cream	_____k.	Grapefruit
_____b.	Peanut butter	_____l.	Yogurt
_____c.	Enriched flour	_____m.	Broccoli
_____d.	Pasta	_____n.	Eggs
_____e.	Tomato	_____o.	Watermelon
_____f.	Fish	_____p.	Corn
_____g.	Apple	_____q.	Walnuts
_____h.	Poultry	_____r.	Spinach
_____i.	Cheese	_____s.	Cottage cheese
_____j.	Dry beans	_____t.	Milk

6. Complete the following statements concerning dietary guidelines.

a. Eat a _____ of foods.

b. Maintain your _____.

c. Avoid too much fat, saturated fat, and _____.

d. Eat foods with adequate starch and _____.

e. Avoid too much _____.

f. Avoid too much _____.

Written Test

7. Select ways to incorporate nutrition into menus by placing an "X" in the appropriate blanks.

_____a. Use the basic four food groups as a guide.

_____b. Utilize items which offer the highest nutritional value.

_____c. Include foods that are low in fat content as well as those high in fat content.

_____d. Include foods that are high in calories.

_____e. Include all fried food.

_____f. Include a variety of preparation methods.

_____g. Include dishes which contain a number of nutrients in an appetizing manner.

_____h. Include mainly cooked vegetables.

_____i. Include high fiber food.

***Permission to duplicate this test is granted.**

Nutrition
Unit 7

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Describe Functions of Dietary Nutrients Rating _____

Comments: _____

_____

Assignment Sheet 2—Plan Breakfast, Lunch, and Dinner Menus Rating _____

Comments: _____

_____

Assignment Sheet 3—Plan Fast Food Breakfast, Lunch, and Dinner Menus Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

***Permission to duplicate this form is granted.**

Basic Four Food Groups

Food Group	Nutrients	Recommended Daily Servings	Examples
1 **Dairy or Milk**	Calcium Riboflavin (B_2) Protein	Children—3 Servings Teenagers—4 Servings Adults—2 Servings	Milk, Cheese, Ice Cream, Cottage Cheese, Yogurt
2 **Meat**	Protein Niacin Iron Thiamin (B_1)	1 or 2 Servings	Meat, Fish, Poultry, Eggs, Nuts, Dry Beans and Peas
3 **Vegetable and Fruit**	Vitamin A Vitamin C Minerals	4 Servings	Carrots, Broccoli, Spinach, Corn, Green Beans, Apples, Oranges, Peaches, Pears, Grapefruit
4 **Bread and Cereal**	Carbohydrates Thiamin (B_1) Iron Niacin Protein	4 Servings	Cereals, Breads, Pasta Products

Nutrition
Unit 7

Information Sheet

1. **Terms and definitions**

   a. **Amino acids** — Building blocks of protein

   b. **Basic four food groups** — Guide that separates food into four categories to aid in planning nutritious meals

   c. **Calorie** — Unit expressing the energy-producing value of food when oxidized in the body

   d. **Carbohydrate** — A nutrient consisting of starch or sugar which is the best source of energy

   e. **Cholesterol** — Steroid alcohol present in saturated fat

      Note: High cholesterol levels have been linked to heart disease.

   f. **Diet** — Food and drink consumed each day

   g. **Enzyme** — Substance formed in cells that speeds up chemical reactions

   h. **Essential fatty acid** — Type of fat which is necessary to all cells and tissues of the body

      Example: Linoleic acid

   i. **Fat** — A nutrient which supplies 2 ¼ as many calories as the same measure of carbohydrates

   j. **Fat-soluble vitamins** — Vitamins which are absorbed into the body fat and stored

      Examples: Vitamins A and D

      Note: Since fat-soluble vitamins are not excreted, toxic build-up is possible, especially when supplements are used.

   k. **Fiber** — Indigestible residue necessary for efficient elimination

      Note: This is also referred to as cellulose or roughage. Good sources of fiber are fruits and vegetables.

Information Sheet

l. **Hormones** — Chemical compounds secreted by glands to regulate and coordinate body processes

m. **Infection** — Contamination of an individual with a disease-producing agent

n. **Mineral** — A nutrient which is needed for building, maintaining, and repairing the body and for regulating body processes

o. **Nutrient** — Chemical compound found in food which is essential to good health

Examples: Calcium, iron, protein

p. **Nutrition** — Process of taking in and utilizing food substances; the study of foods and their relation to health

q. **Protein** — A nutrient which is needed to form muscle, bones, and blood

r. **Saturated fat** — Fat which comes from a source such as butter, lard, meats, fish, and egg yolk

s. **Starch** — Carbohydrate found in seeds, tubers, and roots where it functions as an energy source

t. **Thyroid gland** — Gland which controls the amount of energy a person uses

u. **Vitamins** — Nutrients essential to nutrition which help regulate body processes but do not serve as building units or provide energy

v. **Water-soluble vitamins** — Vitamins which are dissolved in water and easily lost through careless preparation of food; excesses are excreted from the body

Examples: Vitamin C, thiamin, niacin

2. **Functions of food**

a. To build the body

b. To repair and maintain the body

c. To regulate the body processes

d. To make energy

Information Sheet

3. Nutrients and their functions

a. Protein

- Builds and maintains all tissues
- Forms an important part of enzymes, hormones, and body fluids
- Helps form antibodies to fight infection
- Supplies energy

b. Carbohydrates

- Supply food energy
- Help body use fat efficiently
- Spare protein for purposes of body building and repair

c. Fat

- Supplies food energy in compact form

  Note: Weight for weight fat supplies more than twice as much energy as carbohydrates and protein.

- Some supply essential fatty acids
- Helps body use certain other nutrients

d. Vitamins

- Vitamin A
  - — Helps eyes adjust to dim light
  - — Helps keep skin healthy
  - — Helps keep lining of mouth, nose, throat, and digestive tract healthy and resistant to infection
  - — Promotes growth

Information Sheet

- Vitamin B_1 (Thiamin)
  - — Helps body cells obtain energy from food
  - — Helps keep nerves in healthy condition
  - — Promotes good appetite and digestion
- Vitamin B_2 (Riboflavin)
  - — Helps cells use oxygen to release energy from food
  - — Helps keep eyes healthy
  - — Helps keep skin around mouth and nose smooth
- Vitamin C (Ascorbic acid)
  - — Helps hold body cells together and strengthens walls of blood vessels
  - — Helps in healing wounds
  - — Helps body to build bones and teeth
- Niacin
  - — Helps the cells of the body use oxygen to produce energy
  - — Helps to maintain health of skin, tongue, digestive tract, and nervous system
- Vitamin D — Helps body use calcium and phosphorus to build strong bones and teeth

  Note: Vitamin D is especially important in growing children, and during pregnancy and lactation.

e. Minerals

- Calcium
  - — Builds bones and teeth
  - — Helps blood to clot
  - — Helps nerves, muscles, and heart to function properly

Information Sheet

- Phosphorus
  - — Builds bones and teeth
  - — Helps blood to clot
- Iron
  - — Combines with protein to make hemoglobin

    Note: Hemoglobin is the substance in blood which carries oxygen from the lungs to the muscles, brain, and other parts of the body.
  - — Helps cells use oxygen
- Iodine — Helps the thyroid gland work properly

f. Water

- Helps body transport nutrients to the various cells
- Removes cellular waste products
- Works as a cushioning device in movement of joints
- Aids in swallowing
- Helps in the chemical reaction of digestion
- Regulates temperature

4. Sources of nutrients

a. Protein

- Meat
- Fish
- Poultry
- Eggs
- Cheese
- Breads and cereals

Information Sheet

- Milk
- Nuts
- Dried peas and beans

b. Carbohydrates

- Breads
- Cereals
- Any foods containing sugar
- Vegetables and fruits
- Any food containing flour

c. Fat

- Fats on or in meat
- Butter and margarine
- Milk and cream
- Nuts
- Salad oils
- Cooking fats

d. Vitamins

- Vitamin A
  - — Liver
  - — Egg yolk
  - — Butter
  - — Whole milk
  - — Cream
  - — Yellow or orange vegetables

Information Sheet

- Green fruits
- Green vegetables

• Vitamin B_1 (Thiamin)

- Meat
- Potatoes
- Whole or enriched grain breads and cereals
- Eggs
- Dried beans and peas

• Vitamin B_2 (Riboflavin)

- Meat
- Fish
- Poultry
- Eggs
- Dairy products

• Vitamin C

- Citrus fruits
- Tomatoes
- Raw cabbage
- Cantaloupe
- Strawberries
- Green peppers
- Potatoes

Information Sheet

- Niacin
  - — Meat
  - — Fish
  - — Poultry
  - — Dairy products
  - — Whole grain breads and cereals
- Vitamin D
  - — Milk fortified with Vitamin D
  - — Eggs

e. Minerals

- Calcium
  - — Dairy products
  - — Dark green leafy vegetables
- Phosphorus
  - — Milk
  - — Eggs
  - — Liver
- Iron
  - — Liver
  - — Egg yolk
  - — Lean meat
  - — Whole grain breads and cereals
  - — Green leafy vegetables

Information Sheet

- Iodine
  - — Seafood
  - — Iodized salt

f. Water

- Fluids
- Fresh fruits and vegetables
- Potatoes
- Eggs
- Meat

5. Basic four food groups

a. **Dairy or milk group** — Provides some protein and is main source of calcium

Examples: Milk (whole or skim), cheese, ice cream, yogurt

b. **Meat group** — Provides protein, iron and B vitamins, and is a major source of calories

Examples: Meat, poultry, fish, eggs, nuts and peanut butter, legumes

c. **Vegetable and fruit group** — Provides minerals and bulk

Note: Leafy green and yellow vegetables provide Vitamin A; citrus fruits provide Vitamin C.

Examples: All vegetables, all fruits

d. **Bread and cereal group** — Provides an inexpensive source of calories, as well as vitamins, minerals, and protein

Examples: Breads, cereals, pasta

6. Dietary guidelines

a. Eat a variety of foods.

b. Maintain your ideal weight.

Information Sheet

c. Avoid too much fat, saturated fat, and cholesterol.

d. Eat foods with adequate starch and fiber.

e. Avoid too much sugar.

f. Avoid too much salt.

7. **Ways to incorporate nutrition into menus**

a. Use the basic four food groups as a guide.

Note: Vary the selection within each group and include one citrus fruit and one leafy green vegetable each day.

b. Utilize items which offer the highest nutritional value.

c. Include foods that are low in fat content as well as those high in fat content.

Examples: Fish, pork

d. Include a variety of preparation methods.

Example: The menu should not include only fried foods.

e. Include dishes which contain a number of nutrients in an appetizing manner.

Example: Tossed salad

f. Include a variety of fruits and vegetables, both raw and cooked.

g. Include high fiber food.

Examples: Whole grains, cereals, fruits

Nutrition
Unit 7

Student Supplement 1—Analyze Your Diet Habits

Name _____

Directions: On the following chart, keep track of all the foods that you eat for three consecutive days. Record the number of servings for each meal or snack under the correct food group. Then total the columns and answer the questions that follow. (Empty calories are foods which are low in nutritional value but high in calories, such as potato chips, candy bars, and soda pop.

	Dairy or Milk	Meat	Vegetable and Fruit	Bread and Cereal	Empty Calories
Day One Breakfast Lunch Dinner Snacks **Total Servings**					
Day Two Breakfast Lunch Dinner Snacks **Total Servings**					
Day Three Breakfast Lunch Dinner Snacks **Total Servings**					

Student Supplement 1

1. a. In which food groups did you have the recommended number of servings?

_____

_____

b. In which food groups were you lacking the recommended number of servings?

_____

_____

2. Make suggestions or develop a plan for improving your diet.

a. List foods which need to be added to your diet.

_____

_____

b. List ways to reduce or increase calories.

_____

_____

_____

_____

Nutrition
Unit 7

Assignment Sheet 1—Describe Functions of Dietary Nutrients

Name _____ Overall Rating _____

Evaluation criteria	Rating
Each description complete with three correct functions	_____
Two correct sources given for each	_____

Directions: Describe the importance of each of the following dietary nutrients. Include in your description at least three functions of each nutrient, then give two sources of the nutrient. The above criteria will be used to evaluate your performance.

1. Protein — _____

_____

_____

_____

_____

Sources: _____ _____

2. Carbohydrates — _____

_____

_____

_____

_____

Sources: _____ _____

Assignment Sheet 1

3. Fat — _____

_____

_____

_____

_____

Sources: _____ _____

4. Vitamins — _____

_____

_____

_____

_____

Sources: _____ _____

5. Minerals — _____

_____

_____

_____

_____

Sources: _____ _____

6. Water — _____

_____

_____

_____

_____

Sources: _____ _____

Nutrition
Unit 7

Assignment Sheet 2—Plan Breakfast, Lunch, and Dinner Menus

Name _____ Overall Rating _____

Evaluation criteria	Rating
Ability to follow directions	_____
Presentation of varied, nutritious menus	_____

Directions: Plan nutritionally sound menus for a breakfast, lunch, and dinner as described below. The above criteria will be used to evaluate your performance.

1. Breakfast (Include one entree, one fruit, one bread, and a beverage.)

   Note: Entree refers to the main part of the meal such as meat, poultry, fish, eggs, etc.

2. Lunch (Include one entree, two vegetables, salad, bread, and dessert.)

3. Dinner (Include one appetizer (soup or salad), one entree, two vegetables, bread, dessert, and beverage.

Nutrition
Unit 7

Assignment Sheet 3—Plan Fast Food Breakfast, Lunch, and Dinner Menus

Name _____ Overall Rating _____

Evaluation criteria	Rating
Knowledge of food groups	_____
Nutritional soundness of menus (calories do not exceed 3,000)	_____

Directions: Most fast food restaurants now provide nutritional information to their customers. Visit one or more of these establishments and obtain a copy of their nutritional guides. Plan a breakfast, lunch, and dinner menu including the four basic food groups. The total of calories for the three meals should not exceed 3,000 calories. The above criteria will be used to evaluate your performance.

Breakfast Menu

Calories:_____

Lunch Menu

Calories:_____

Dinner Menu

Calories:_____

Total Calories:_____

Assignment Sheet 3

1. Did you find nutritional areas of weakness in these fast food meals? If so, what were they?

_____

_____

_____

2. What foods or categories of foods should be added?

_____

_____

_____

3. Which of the meals that you planned is the most nutritionally sound? _____

Why? _____

_____

_____